

**THE EFFECT OF RECIPROCAL TEACHING STRATEGY
ON READING COMPREHENSION OF THE GRADE EIGHT
STUDENTS OF SMP MUHAMMADIYAH 1 KALIBAWANG**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Language Education



By

Hari Wijonarko

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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APPROVAL
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OF SMP MUHAMMADIYAH 1 KALIBAWANG


A THESIS



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ON READING COMPREHENSION OF THE GRADE EIGHT STUDENTS
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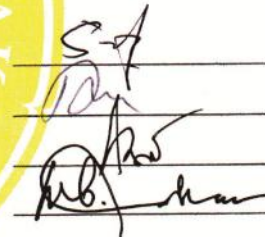
A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts of Yogyakarta State University on June 14th, 2013 and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* Degree in English

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain keduai bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lain.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, June 14th, 2013

Penulis,



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DEDICATIONS

This thesis is particularly dedicated to my mother, father, and brother for their endless love, support, prayers, and patience.

MOTTOS

- They can because they think they can (Virgil)
- Believe you can and you're halfway there (Theodore Roosevelt)

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I realize that this thesis is far from being perfect. However, I do hope that this thesis may give some contribution to the future of English teaching and learning process.

Yogyakarta, June 14th, 2013

The writer,

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ABSTRACT

The objective of this research is to find out whether there is a significant difference on the reading comprehension ability between the students who are taught using reciprocal teaching strategy and those who are taught by using non-reciprocal teaching strategy.

The design of this study was a quasi-experimental study. The study was conducted in SMP Muhammadiyah 1 Kalibawang. The population of the study included all the eighth grade students of SMP Muhammadiyah 1 Kalibawang in the academic year of 2012/2013. Two classes were selected using the cluster random sampling technique from the population as the experimental and control groups, i.e. Class VIII B and Class VIII A. There were 19 students in Class VIII B and 17 students in Class VIII A. Class B was chosen as the experimental group while Class A was chosen as the control group. The experimental group was taught by using reciprocal teaching strategy whereas the control group was taught by using non-reciprocal teaching strategy. The data were collected by administering a pre-test and a post-test. The data were analyzed using ANOVA.

The results of the data analysis are as follows. First, the mean score of the post-test in the experimental group (21.84) is higher than that in the control group (17.71). Second, there is a significant difference in the reading comprehension ability between both groups indicated by the ANCOVA results, in which the significance level is 0.036 which is less than 0.05 ($F= 4,592, p = 0.05$). Therefore, the hypothesis of this research “There is a significant difference in the reading comprehension ability between the eighth grade students of SMP Muhammadiyah 1 Kalibawang in the academic year of 2012/2013 taught using reciprocal teaching strategy and those taught without using reciprocal teaching strategy” is accepted. Finally, it can be concluded that reciprocal teaching strategy applied in teaching reading is effective for improving the students’ reading comprehension ability.

CHAPTER I

INTRODUCTION

A. Background of Study

In English language learning, there are four skills that should be mastered. They are listening, speaking, reading, and writing. One of those skills that are useful in getting information is the reading skill. Reading can help people to comprehend their environment.

The reading comprehension skill becomes extremely important to the students. One of the major problems that the teachers face in the classroom is how to make students read and comprehend better. Many students know how to read, but do not understand what they read or what information to look for in the text. They know how to read, but if the teacher asks them to recall what they have read a few minutes before; many would not be able to tell the teacher what the author's message was.

To understand more about the materials, students must have a good ability in reading so they can catch the lesson in their written sources. Reading skill is also crucial because the success of their study depends on the greater part of their ability to read. In their final examination, students will be forced to meet essays and any other reading materials. Therefore, the students have to learn and be trained a lot to have a good reading comprehension skill.

Unfortunately, not every student has the ability to read and understand English well in written forms. Most of the Indonesian students have difficulties in

learning English, especially in comprehending the English texts. They still have many difficulties in finding the main ideas of the texts whereas they are the most important things of the texts. Moreover, the students are not quite familiar with English text.

The next problem is about the teaching technique and the use of media in the teaching and learning processes. In the classroom, students' way of learning may differ with the teacher's teaching technique. Translating the text is a common way of teaching than analyzing the text and comprehend it. It makes the students quite passive and unenthusiastic in the classroom. Therefore, comprehending the text is hard for them. So, the students need the way to improve their reading comprehension ability.

B. Identification of the Problem

Based on the background of study above, there are three aspects related to the students' reading comprehension as follows.

The first aspect is the teacher. Teacher did not concern about what students needed in the reading process. He just presented the materials to the students then asked them to answer the question without explanation about how to figure out the text. The teacher also only made little interaction with the students during the learning process. It made the students not enjoy the lesson. Moreover, the teacher gave a little time for the students to work together and this caused the students to figure out the text individually.

The second aspect is the student. Most of the students had problem with vocabulary mastery and it made them get difficulty in understanding the content of written materials. Furthermore, the students had problem in determining the main ideas that made them incapable to catch the detailed information of a text. Then the students did not have motivation in reading. It can be seen from their behavior during the lesson. Most of the students did not pay attention to the text but they talked to their classmate or played with their book.

The third aspect is the teacher's teaching technique. According to Anthony (1963) in Brown (2001:14), method is described as an overall plan for systematic presentation of language based upon a selected approach, and techniques are the specific activities manifested in the classroom that consisted with a method and therefore are in harmony with an approach as well. It means that a technique is a classroom device or activity and it is more specific than the method. However, the English teacher in SMP Muhammadiyah 1 Kalibawang used inappropriate technique to deliver the lesson or to handle the situation of the classroom. Also, the teacher was merely talking during the learning process that made him dominate the class and gave little or even no chance to the students to have a discussion that allowed them to share what they know from the text or asking questions related to the lesson.

C. Delimitation of the Problem

Considering those aspects above, the researcher focused on correlation between reciprocal teaching strategy and students reading comprehension. This

strategy was chosen since this is a new technique in SMP Muhammadiyah 1 Kalibawang which can be used to improve the students reading comprehension. In this study, the researcher focused on the grade eight students of SMP Muhammadiyah 1 Kalibawang since the students of this school had some difficulties in processing the texts to get the information. Moreover, the researcher chooses the grade eight students of SMP Muhammadiyah 1 Kalibawang as a sample to be researched because the first grade students are new English learners in the school while the third grade students are focusing more on their learning processes to face the national final examination (UAN). The researcher thought that this study is essential to be conducted. If they get more appropriate learning strategies, they will improve their proficiency and they will have a high self confidence when they meet a complex reading text, so that, their reading comprehension can also be improved.

D. Formulation of the Problem

Based on the background of the study, the problem can be formulated as follow:

1. What is the reading comprehension achievement of the grade eight students of SMP Muhammadiyah 1 Kalibawang taught using the reciprocal teaching technique like?
2. What is the reading comprehension achievement of the grade eight students of SMP Muhammadiyah 1 Kalibawang taught without using the reciprocal teaching technique like?

3. Is there any significant difference in reading comprehension between students taught using reciprocal teaching technique and those taught without using it?

E. Objectives of the Study

Based on the formulation of the study above, the objectives of the problem are as follows:

1. To describe the reading comprehension ability of the students taught by using reciprocal teaching.
2. To describe the reading comprehension ability of the students taught without using reciprocal teaching.
3. To find out whether there is a significant difference in reading comprehension between students taught by using reciprocal teaching technique and those taught without using it.

F. Significance of the Study

a. Scientific Significance

The study is expected to find out new ideas in the teaching of reading comprehension. Since this technique is rarely used in the English teaching learning processes, it will be a new innovation in the English classroom activity.

b. Practical Significance

For the grade eight students of SMP Muhammadiyah 1 Kalibawang, this study is expected to give clear explanation about the effect of using the reciprocal

teaching strategy in their reading comprehension. Besides, there would be improvement teachers' teaching strategy in building students knowledge in reading comprehension.

For the researcher, it will be used as an experience on how to conduct a research particularly in improving students' reading comprehension through finding appropriate students learning strategies. Moreover, since the researcher is an English student teacher, this study would improve his ability in teaching English someday.

The last is for the other researchers, the finding of this research can be used to comprehend how effective the reciprocal teaching strategy on the reading comprehension achievement of the students of junior high school and can be used to make the other research related to this research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading

a. Definition of Reading

Reading is one of English skills which are crucial in language learning besides listening, writing, and speaking. The reading ability affects the other skills ability.

There are some definitions of reading. The reading process is the interaction between the readers and the text that would give them information to create meaning. Alyousef (2005) states that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency. This is a process which can only be done when there are two factors, a reader and a text that are making interaction process to create meaning. On the other hand, Richard and Schmidt (2002: 483) define reading as perceiving a written text in order to understand its contents. This can be done silently (silent reading) or orally (reading aloud). The understanding of that results is called reading comprehension.

Furthermore, Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that readers’ background knowledge takes an important role in the reading process and affects the success of reading comprehension.

To sum up, reading is a process between a reader and a text to create meaning from the printed and written material.

b. Reading Comprehension

In understanding about comprehension, there are some definitions of reading comprehension. A definition of reading comprehension is given by Kruidenier (2002: 77). He states that strategies of the comprehension are procedures that guide students as they attempt to read and write.

Johnson (2008) proposes the idea about reading comprehension. He states that comprehension skills are strategies readers use to retrieve information and construct meaning from expository text.

Another definition of reading comprehension is stated by Brown (2001: 306). He states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. In reading comprehension, the reader must be having knowledge in understanding the text. It means, the reader should build an image on what he/she is going to read about, intending to make the text easier to be understood.

Also, Snow (2002: 9) defines the term of reading comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement of written language. Based on Snow's view, reading comprehension is determined by three elements: (1) the reader, (2) the text, and (3) the activity. It means that reading comprehension is an automaticity process of readers that collect data from the texts and process it into meaning.

Moreover, reading comprehension is also known as activity of portraying what is inside the text (Flynn, 2006: 51). In many educational literatures, the term 'reading comprehension' is often used to describe the understanding of texts to differentiate this activity from comprehension of language when listening. It means reading comprehension is more familiar than listening comprehension in gaining information.

To sum up, reading comprehension is an interaction process between a reader and a text through extracting and constructing meaning.

c. Reading Skills

Reading processes is related to develop skills. The readers will develop their reading skill after reading effectively. Harmer (2001: 201) conveys several skills of reading as follows:

1) Identifying the topic.

The readers' background knowledge will be connected to the topic in building knowledge about the text.

2) Predicting and guessing.

The readers predict what will come next and then may guess the content of the text.

3) Reading for general understanding.

Without worrying the detail, the readers will be able to get the idea of the text and simply understand it.

4) Reading for specific information.

The readers read the text in order to get the specific detail of the text.

5) Reading for detailed information.

The readers practice this skill when the purpose of the reading process is to understand everything in detail.

6) Interpreting text.

The readers are able to see what the purpose of the text using variety of clues to understand what the author means.

Since reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies, in a simple view, Brown (2001: 307) states there are some micro skills for reading comprehension as presented in the following:

- 1) Discriminating among the distinctive graphemes and the orthographic patterns of English.
- 2) Retaining the chunks of language of different lengths in the short term memory.
- 3) Processing writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words and interpreting word order patterns and their significance.
- 5) Recognizing grammatical word classes system (e.g. tense, agreement and pluralization), rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.
- 8) Recognizing the rhetorical forms of written discourse and their significance for better interpretation.
- 9) Recognizing the communicative functions of written text according to the form and the purpose.
- 10) Inferring context that is not explicit by using background knowledge.
- 11) Inferring links and connections between events, ideas, etc, deducing causes and effects and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- 12) Distinguishing between literal and implied meaning.
- 13) Detecting cultural specific references and interpreting them in a context of appropriate cultural schemata.

- 14) Developing and using a battery of reading strategy such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of texts.

In general, the fourteen reading skills above can be classified into six big categorization, are: identifying the structures of a text, identifying the context of a text, identifying the meaning, recognizing the reading speed, identifying the communicative function, and applying the reading strategies.

d. Effective Technique of Reading

An effective technique of teaching and learning reading is a technique that may lead into a good result on the students' reading comprehension ability. There are many characteristics of effective technique of reading. Brown (2001: 315) mentions three steps of reading. They are:

1. Before reading

Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage.

2. While reading

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.

3. After reading

Comprehension questions are just on form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purposes, discussing the author's line of reasoning, examining grammatical structures, or steering students towards a follow up writing exercise.

Meanwhile, Zimmermann and Hutchins in Moreillon (2007:11) identify seven reading comprehension techniques.

The first technique is activating or building background knowledge. Background knowledge is what the reader brings into the reading event. Related to this effective technique of reading, Marzano in Moreillon (2007: 20) states that the strong correlation between crystallized intelligence and academic achievement helps to explain the strong relationship between background knowledge (or 'prior knowledge' in some studies) and achievement. In the process of activating background knowledge, teacher and students are involved in building connection between the students' background knowledge and the texts. Moreover, by understanding its importance, the students may connect the information from the text with their prior knowledge to integrate and organize them into new information.

The second technique is using sensory images. Related to the first technique above, sensory images used to build sensory experiences are a significant aspect of the background knowledge. According to Marzano in Moreillon (2007: 39), when the readers think about their sensory experiences, they are creating representations of those experiences in our memories. It means that

what students had experienced, it connects their imagination about the texts and may develop meaning.

The third technique is questioning. In developing reading comprehension, the students continue constructing their knowledge by asking and answering questions. It may lead them to a higher level that allows them to get information from the questions and answers. As Whitebread in Moreillon (2007: 59) says, questions that assist learning provoke in the child a way of thinking that he or she may not be able to produce alone, it means that the students are interested to know more from the questions and answers and their reading comprehension ability indirectly developed.

The fourth technique is making predictions and inferences. After developing their reading comprehension by questioning technique, the students have questions what will come next after the last sentences they read. According to Moreillon (2007: 76), predictions are educated guesses about what will happen next based on what is known from reading the text. Predictions may involve students' background knowledge to improve their reading comprehension ability. Prediction walks along with inferences that come into their imagination in reading. As Moreillon (2007: 76) says, inferences require that readers go beyond literal meaning. It is what students develop to improve their reading comprehension ability. Through these processes, students find clues or connecting points, then making predictions or inferences, and finally drawing conclusions.

The fifth technique is determining main ideas. Since the purpose of reading is getting information from the text, it cannot be separated from

determining the main ideas. Moreillon (2007: 96) states that main ideas are always dependent on the purpose of a reading. In this process, if the students are not able to determine the main ideas, the reading process is not successful.

The sixth technique is using fix-up options. Moreillon (2007: 114) says that the fix-up strategy offers readers processes they can use to recover meaning, such as rereading, reading ahead, or figuring out unknown words. So when the students are get difficulty in comprehending the texts, the teacher have to teach how to recognize the symptoms of lost comprehension and then provide them with tools for fixing up their meaning-making.

The last technique is synthesizing. Synthesizing is a process that organizing information by the students through the main ideas and composes them into unified information. Keene and Zimmermann in Moreillon (2007:132-133) conveys that synthesis is the process of ordering, recalling, retelling, and recreating (information) into a coherent whole. The process synthesizing requires that students use the strategies offered above to read, to evaluate, and to use ideas and information.

On the other hand, Eidger in Celce Murcia (2001:163-166) conveys six techniques that the researcher can do to help the English language learners in developing their literacy abilities as follows:

- 1) Exposing to many uses of prints around them
- 2) Providing opportunities: read the text more extensively
- 3) Providing an authentic purposes for reading and writing
- 4) Providing scaffolding for learning
- 5) Using oral skills to support the reading and writing development
- 6) Using learners' attention on reading and writing strategies

According to Eidger, a teacher is an important part in the teaching and learning process. The teacher plays many roles in the course of teaching reading. They can provide opportunities for students to develop their ability by using several techniques which are appropriate for the students' needs and characteristics.

Furthermore, According to Armbruster (2005: 42) an effective technique for improving reading comprehension employs several strategies. They are monitoring comprehension, using graphic and semantic organizers, answering and generating question, recognizing story structure, and summarizing.

The first technique is monitoring the comprehension. Monitoring the comprehension is a basic and difficult strategy to be carried out. In monitoring comprehension, both the students and the teacher should collaborate. To monitor their own comprehension, the students should firstly be aware of what they understand. They should recognize when they understand and when they do not. After diagnosing of what they do not understand, the students can finally find the ways to resolve their problem. In this case, the role of teacher is crucial. The teacher needs to check the students' comprehension and find out the solution for their students when they get a problem in comprehending.

The second technique is employing graphic organizer. In a reading class, a graphic organizer is a kind of organizer which is made by the students and can help them in visualizing what they have read. According to Willis (2008: 141), a graphic organizer helps students in constructing and drawing relationships among ideas of a text. This is the process of patterning information based on the graphic

organizer. According to Armbruster (2005: 43), when a reader deals with a text, he deals with many components of the texts. There are vocabulary, idea, meaning, story structures, and also the language function. A graphic organizer helps the students in viewing the relationship among ideas in the text easier. They believe that by drawing relationship among the components, students can comprehend the text easier.

The third technique is answering and generating questions. The important thing in the reading class is setting the purpose. The purpose of reading activity is comprehension. In the reading class, the teacher often involves the students in generating and answering several questions. Generating and answering several questions may stimulate the students to be focus on the idea of the text. According to Armbruster (20005, 43), the technique of answering and generating questions simply asks the students to look back at the text to understand more of what they cannot understand in the initial reading.

The fourth technique is recognizing the story structure of the texts. In some kinds of text, students have to understand ideas which are organized in a plot. The text often comes as a story. In recognizing the structure of the text, the students learn to identify the sequence of events, the setting, the characters and the ideas of the text. They have to connect the relationship among them to understand the plot or the story structure. By doing this, students will get easy to understand the text. Here, some students employ the story map.

The last technique is summarizing. A summary is a review of ideas of the text. Summarizing helps many students in many ways. According to Armbruster

(2005: 45), it helps the students in identifying the main ideas and eliminating the unnecessary information in the reading activity. They can make their summary based on their own, all of which may help their comprehension.

e. The Models for Reading Processes

According to Brown (2001), there are three reading processes that have been developed. Those are the bottom-up processing, top-down processing, and the interactive reading processing.

1) Bottom-up Processing

The bottom-up processing reveals how the readers comprehend the text from the simplest to the most complex part of the text. In bottom-up processing, readers must recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose some sort of order on these signals, Brown (2001: 299). It means that the readers must have the ability to change the linguistic signals to gain information starting from the simplest linguistic parts.

2) Top-down Processing

It starts with the readers' idea or comprehension. Brown (2001: 299) states that it is the processing when the readers draw or imagine based on their intelligence and experience to understand a text. So, the requirements for the readers to comprehend the text are based on their background knowledge or intelligence ability that connects the text to their experience to create meaning.

3) Interactive Reading

Brown (2001:299) states that interactive reading is the reading process of combining the both bottom-up and top-down processing. This process is allowed as the most comprehensive of the reading process since it is the combination of the extensive and intensive reading.

2. Reciprocal Teaching Strategy

a. The Nature of Reciprocal Teaching Strategy

The term of reciprocal teaching was firstly developed by Palincsar (1984) and later was improved by Palincsar and Brown in 1984. It is an instructional activity in the form of a dialogue between teachers and students regarding segments of text (Palincsar and Brown, 1984). The dialogue is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. The teacher and students take turns assuming the role of teacher in leading this dialogue. This strategy is aimed to facilitate a group of effort between teacher and students as well as among students in the task of bringing meaning to the text.

Although the reciprocal teaching strategy has been in existence for more than a decade; many teachers are unaware of its effectiveness at improving reading deficiency. Reciprocal teaching is a proven instructional strategy which helps students to read and comprehend effectively what they read. Many students know how to read, but do not understand what they read or what information to look for in the text. They know how to read, but if the teacher asked them to recall what they have read a few minutes before; many would not be able to tell what the

author's message was. Reciprocal teaching provides them with a proven effective strategy, which makes it easier for them to conquer their fears and comprehend what they read.

Reciprocal teaching brings the students to different point of view as stated by Bouchard (2005: 95). He states reciprocal teaching is a cooperative strategy in which the students learn to take on the role of teacher. They will make questions, predict the unseen things, clarify challenges, and summarize about the text to monitor and improve their own comprehension.

Reciprocal teaching benefits not only for students, but also give teachers a sense of skill with positive student background knowledge feedback from the text content. The developers discovered that students who were taught reciprocal teaching strategies, and who were involved in the teaching routine; made significant gains in comprehension in a relatively short time frame (Palinscar & Brown, 1984).

Also, there are goals of reciprocal teaching according to Oczkus (2003), they are:

- a. Using four strategies to improve comprehension.
- b. Teacher scaffold instruction of the strategy by modeling, guiding, and applying the strategies.
- c. Guide student to become metacognitive and reflective in their strategy use.
- d. Help students monitored their reading comprehension.
- e. Use the social nature of the learning to improve and scaffold reading comprehension.
- f. Instruction is provided through a variety of classroom setting – whole-group, guide reading groups and literature circle.

b. The Strategies of Reciprocal Teaching Strategy

As mentioned before, reciprocal teaching is defined as an instructional activity in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: predicting, questioning, clarifying, and summarizing. The teacher and students take turns assuming the role of teacher in leading this dialogue. Through clarifying, the students reread the texts and interaction with other class members to gain important information about the text. By asking questions students explore deeper into the content of the text. Students use their experiences and prior knowledge to generate predictions. With summarizing, the student develops critical thinking skills.

1. Predicting

Predicting is the process when the language learners use clues from the text or illustrations to predict what will happen next. This strategy requires the readers' ability to predict the hypothesis what the text is going to talk about. Predicting also provides chance the students to expect what questions or events are going to be conversed.

2. Questioning

Questioning is the process of asking questions which the answers are in the text. When the students make questions, the questions should be related to the text, so if they are able to question, they can get information from the text, or they call for meaning that are located in the text.

3. Clarifying

Clarifying is the identifying of the significant words, key ideas, or something new for the students from the text. It concerns to what the students development during the reading process or the reason the text is difficult enough for them, for example: new vocabulary, new referent words, or unfamiliar ideas. This can be used as the indicator to ask the students to re-read or ask for helps related to the text.

4. Summarizing

Summarizing is setting information into the students' own words. This strategy presents the students to identify, rewrite or restate and combine the information in the text to create meaning.

To make it clear, the description about the four strategies can be presented in Table 1. The following chart adapted from the Florida Department of Education and the instructor prompts from the Newton School district provides information for the instructor to begin using the reciprocal teaching strategy.

Table 1: Information for the Instructor to Begin Using the Reciprocal Teaching Strategy

Predicting	<p>Good readers predict before reading the text and while reading the text. When you make a prediction, you make a guess as to the content of the text based on clues the author provides. As you read, you will either confirm or revise your prediction. Model how to predict for students by looking and noting the title, author, cover illustrations (if using a book), and illustrations or graphics within the text. Model for students how to use clues from the text to make predictions. "When I predict, I use what I have read or clues from the illustrations to help me figure out what I will learn or what will happen in the text."</p> <p>Instructor Prompts:</p>
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(continued)

(continued)

	<ol style="list-style-type: none"> 1. What do you think will happen next? 2. How might this process be used in other situations?
Questioning	<p>Good readers ask questions before reading, during reading, and after reading. Questions are asked of the author or about the content of the reading. Explain to students that asking questions helps the reader monitor and understand their reading. “When I ask a question, I ask something that can be answered as I read or after I finish reading.” Model for students how to generate questions. Students can also develop questions based on the text.</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What do you think the author was deciding? 2. What were you thinking about as you were reading?
Clarifying	<p>When good readers read a word that doesn’t make sense or read a confusing part of the text that doesn’t makes sense, they stop and clarify. Explain to students what clarifying entails. “When I clarify, I make clear something that was confusing or that I didn’t understand. For example, I came to a word I didn’t know. I thought to myself, there are a couple of things I could do. First, I could read on and hopefully, the word will make sense to me after reading further. Or I could ask a friend to help me understand this word.” At this point students might brainstorm ways they can clarify when the text doesn’t make sense to them. Write down and hang up the brainstorming that students do so that they can refer to it later.</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What other words could we use in place of...? 2. How do these two sentences compare?
Summarizing	<p>After reading a text, good readers are able to recall important points and details from what they have read. Knowledge of text and story structure will help students develop good summaries. Model for students how to identify key ideas and how to put those key ideas together to create a summary. “When I summarize, I tell in my own words the important things I have read.”</p> <p>Instructor Prompts:</p> <ol style="list-style-type: none"> 1. What is the most important information in this chapter? 2. The author wanted me to remember...

c. The Significance of Reciprocal Teaching Strategy

Reciprocal teaching would present some information related to the text that are helpful in developing students’ reading comprehension related to what

they find in the text. Also, reciprocal teaching would build their intention and motivation to read the whole text. Automatically, students will try to find information from the text as many as possible and connect them into information they can understand well. If it happens, the reading comprehension achievement will be reached.

B. Relevant Studies

Oczkus (2003), states that reciprocal teaching strategy is applicable in the classroom because it uses four strategies, are predicting, questioning, clarifying, and summarizing to improve student's reading comprehension that are connect students knowledge and skills. Also, in the classroom, the teacher may scaffold instruction of the strategy by modeling, guiding, and applying the four strategies. Moreover, Oczkus (2003) also mentions that reciprocal teaching strategy may help students monitored their reading comprehension process by themselves and know their own development.

Other research by Bouchard (2005: 95) states that reciprocal teaching is particularly helpful for English language learners since this is an interactive strategy that promotes comprehension, monitoring and question generation. The students could improve their reading comprehension ability because they had been taught reading strategies to be used and practiced before, during, and after reading.

Referring to Oczkus' and Bouchard' findings in their studies which mentions that reciprocal teaching strategy is the effective strategy in teaching

reading that suits the learners' needs, so this strategy has to be conducted in the classroom. Moreover, it is necessary to apply the reciprocal teaching strategy to other institutions like junior high school to see whether the strategy is effective in teaching reading or not.

C. Teaching Reading at the Grade Eight Students of SMP Muhammadiyah

1 Kalibawang

Reading skills is one of the language skills taught to the students of junior high school. The aim of reading teaching itself is that the students are expected to be able to understand the meaning of short simple text in the form of recount and narrative text to interact with the surrounding environment. The teaching and learning activities of reading is also aimed to develop the students' reading comprehension ability as stated in the School-Based Curriculum.

- Understanding meaning in a very simple transactional and interpersonal conversation to interact.
- Understanding meaning in very simple oral functional text and short monologue in the form of *descriptive* and *narrative* text to interact.

The activities may be done by using various reading materials taken from text books, internet, or related sources. The teachers select the materials based on the appropriateness of the level of students' reading comprehension ability.

In the control class, the process of teaching and learning of reading is focused on the translation activities and vocabulary mastery. The students mostly read based on what their teacher asked and not based on their own will. Moreover,

the students submit their works then just wait for the score and they accept what they get without understanding what the teacher evaluates. Therefore, the students have less motivation to master how to comprehend English texts.

Besides, in the control class, the teacher uses traditional technique as translating and memorizing English words. The teacher just presents the materials and then asks the students to answer the questions with little explanation about how to understand the text. Moreover, the teacher just provides a little time for the students to work together and it causes them to understand the text individually.

D. Conceptual Framework

Reading comprehension skill is very important to be mastered by any students since the success of their study depends on the greater part of their ability to read the written text. Therefore, the students have to learn and master the skill of reading comprehension.

On the other hand, there are still many students who have low ability in their reading comprehension. Most of the students in SMP Muhammadiyah 1 Kalibawang have difficulties in learning English, especially in comprehending the English texts. They still have many difficulties in finding the main ideas of the texts whereas they are the most important things of the texts. Moreover, the students are not quite familiar with English text.

Reciprocal teaching strategy is an instructional activity in the form of a dialogue between teachers and students regarding segments of text (Palincsar and Brown, 1984). The dialogue is structured by the use of four strategies: predicting,

questioning, clarifying, and summarizing. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Reciprocal teaching is a proven instructional strategy which helps students to read and comprehend effectively what they read. This strategy provides them with a proven effective strategy, which makes it easier for them to conquer their fears and comprehend what they read.

As Bouchard (2005: 95) mentioned in the previous section, students' reading comprehension ability will be improved as they learn to take on the role of teacher. They will make questions, predict the unseen things, clarify challenges, and summarize about the text to monitor and improve their own comprehension.

Reciprocal teaching can be practiced to improve students' reading comprehension ability whether the strategy itself uses four main strategies are predicting, questioning, clarifying, and summarizing. First, the term predicting is related to the activity that allows the students to predict what the text will be by connecting their background knowledge and the title of the text. Second, questioning will be used to improve their curiosity about the text and by making question will help them to comprehend the text. Third, the students will practice to identify the difficult parts of the text to make them understand what the real thing beyond the text. Fourth, the students' understanding will be tested through this activity.

Referring to the opinions and theories about the reciprocal teaching and the students' reading comprehension achievement presented before, the researcher makes a conceptual framework on the relationship between the reciprocal

teaching and the students' reading comprehension achievement of the SMP Muhammadiyah 1 Kalibawang students.

E. Hypothesis

Based on what is discussed in the theoretical framework and the conceptual framework, the researcher proposes a study hypothesis as follows.

There is a significant difference in reading comprehension competence between the students taught by using reciprocal teaching technique and those taught without using it.

CHAPTER III

RESEARCH METHOD

This chapter deals with the process of conducting this research and divided into seven parts, i.e. research design, subjects of the test, time and place of the study, the research instruments, validity and reliability of the test, data collection technique, and data analysis technique.

A. Research Design

This study is categorized as a quasi-experimental study, particularly a pretest – posttest control group design. It belongs to quantitative research with the pretest and posttest designed to get empirical data. The researcher selected two classes which had similar characteristics and met the criteria dealing with the competency in learning and the number of the students. After that the researcher selected which class became the experimental class (VIII B) and which class became control class (VIII A).

A pretest was administered before the implementation of reciprocal teaching strategy as the treatment and will be given to both groups. After on, the posttest was given to both groups to find out the reciprocal teaching strategy was effective or not. The scheme of how the study was done and the design of the study are shown in Figure 1 and Table 2.

Figure 1: Scheme of the Study

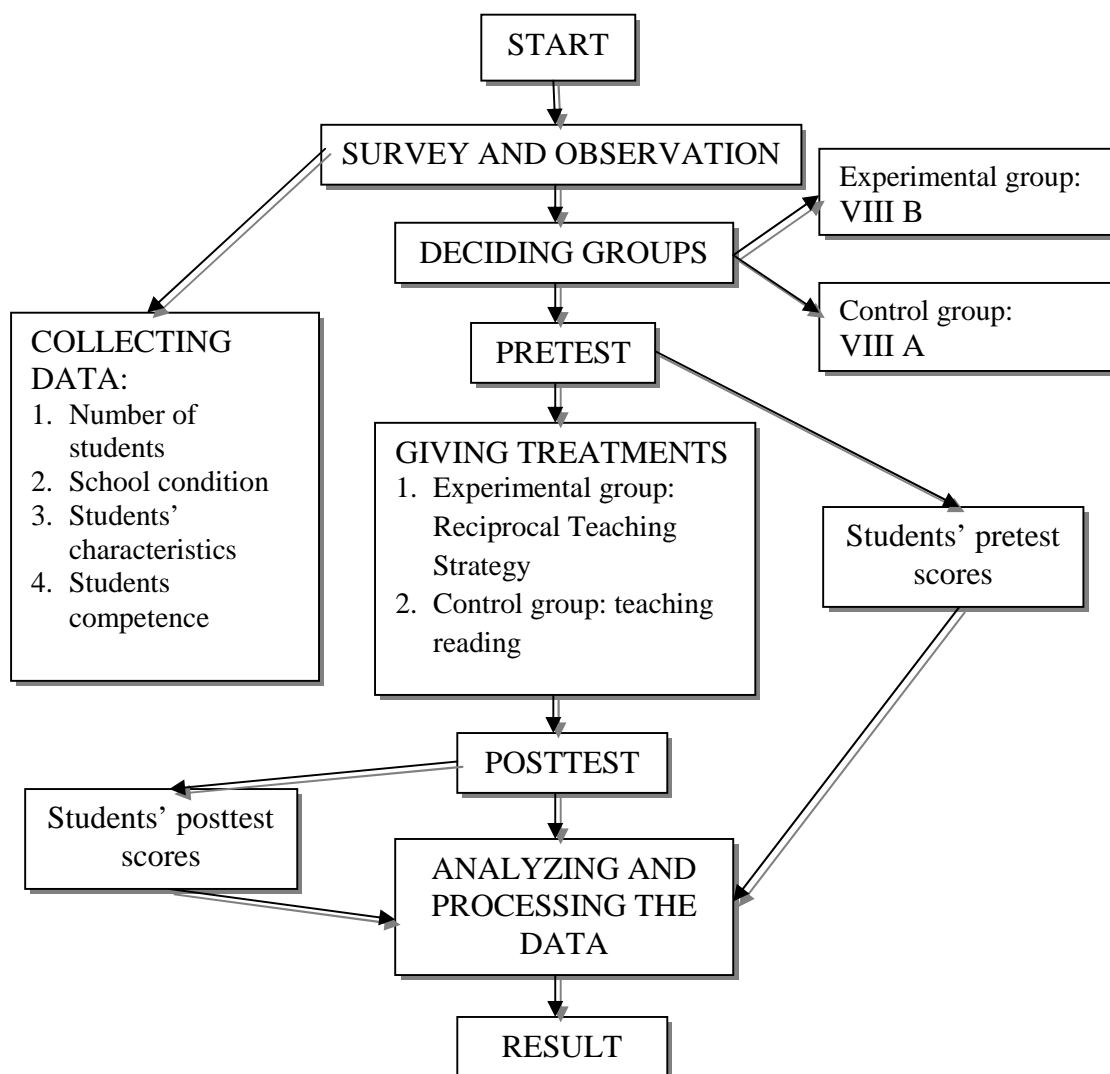


Table 2: Design of the Study

Group	Pretest	Treatment	Posttest
The experimental group (A ₁)	O ₁	Reciprocal Teaching Strategy	O ₂
The control group (A ₂)	O ₁	non-Reciprocal Teaching Strategy	O ₂

A₁ = experimental group

A₂ = control group

O₁ = pretest score

O₂ = posttest score

The implementation of the reciprocal teaching strategy was done in the experimental and control groups. The treatments were given in the learning processes. In the experimental group, the students taught using reciprocal teaching strategy as the researcher directly delivered the concept of reciprocal teaching strategy and applied it to the students; then the students applied the reciprocal teaching strategy and gave feedback to the researcher after the treatment. Meanwhile in the control group, the students taught without using reciprocal teaching strategy. The learning processes were done using teaching material prepared for the control group.

There were three main sections for each meeting: pre-activity, main activity, and post activity. In the pre activity, the researcher started the lesson by greeting the students, leading a prayer, and checking the students' attendant list.

In the main activity, the students were asked to answer some questions related to the topic that would be discussed, and then they were asked to make some groups of students to make the learning process run in variety. Next, they were asked to read a text that previously simply explained by the researcher. In this process, the researcher also gave some explanation about the about the model of the text. After that, they were asked to answer written questions related to the text they just have read. When asking the questions, they were allowed to ask another groups or the teacher for difficult words, share information, or some things related to the text with the researcher's guidance.

In the post activity, the researcher analyzed the students' answers and discussed them. The students were given opportunity to ask any questions related

to the topic. Then, the researcher close the lesson and remind them to study when they at home.

Generally, the lessons for the experimental and groups were almost similar. The difference was on the reading strategy used during the reading processes. The experimental group taught using reciprocal teaching strategy and the control group taught without using reciprocal teaching strategy.

B. The Subjects of the Test

The sample of the research was taken by the researcher on the population of the students in SMP Muhammadiyah 1 Kalibawang. They were the grade eight students in the academic year of 2012/2013.

Two groups of grade eight students of SMP Muhammadiyah 1 Kalibawang took English course. The experimental group of this study was the VIII B Class and the control group was the VIII A Class. The experimental group, VIII B, consisted of 19 students and the control group, VIII A, consisted of 17 students.

The distribution the treatment is shown on the Table 3 below.

Table 3: The Distribution of the Treatment

Group	Class	Treatment	Numbers of Students
Experimental group	VIII B	Reciprocal Teaching Strategy	19
Control group	VIII A	non-Reciprocal Teaching Strategy	17

C. Time and Place of the Study

The time of the study was from 23 May 2013 until 3 June 2013 while the place of the study was in SMP Muhammadiyah 1 Kalibawang, located in Sayangan, Banjararum, Kalibawang, Kulonprogo, Yogyakarta. The study was conducted in classes VIII A class and VIII B class. The schedule of the study is shown in Table 4.

Table 4: The Schedule of the Study

Date	Time	Class	Material	Activities
Thursday, May 23 rd 2013	7.00 – 8.20 (2 x 40 minutes)	VIIIA	<i>Soal pretest</i>	<i>Mengerjakan soal pretest</i>
Thursday, May 23 rd 2013	8.20 – 9.40 (2 x 40 minutes)	VIIIB	<i>Soal pretest</i>	<i>Mengerjakan soal pretest</i>
Tuesday, May 28 th 2013	7.00 – 8.20 (2 x 40 minutes)	VIIIB	Narrative text (predicting & questioning)	<i>Membahas teks cerita dan mengajarkan tentang predicting serta questioning yang berhubungan dengan isi text yang berjudul “Redfeathers the Hen”, mengerjakan soal latihan, pembahasan, dan evaluasi</i>
Thursday, May 30 th 2013	7.00 – 8.20 (2 x 40 minutes)	VIIIA	Descriptive text	<i>Membahas sebuah teks deskripsi yang berjudul “The Seasons in Indonesia”, mengerjakan soal latihan</i>
Thursday, May 30 th 2013	8.20 – 9.40 (2 x 40 minutes)	VIIIB	Narrative text (clarifying & summarizing)	<i>Membahas teks cerita dan mengajarkan tentang clarifying serta summarizing yang berhubungan dengan isi text yang berjudul “The Fox and the Crow”, mengerjakan soal latihan, pembahasan dan evaluasi</i>

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Saturday, June 1 st 2013	8.20 – 9.00 (1 x 40 minutes)	VIIIA	Descriptive text	<i>Melanjutkan pembahasan teks berjudul “The Seasons in Indonesia” dan jawaban</i>
Saturday, June 1 st 2013	9.00 – 10.20 (2 x 40 minutes)	VIIIA	<i>Soal posttest</i>	<i>Mengerjakan soal posttest</i>
Monday, June 3 rd 2013	10.00 – 10.40 (2 x 40 minutes)	VIIIB	<i>Soal posttest</i>	<i>Mengerjakan soal posttest</i>

D. The Research Instruments

To collect the data in the grade eight students of SMP Muhammadiyah 1 Kalibawang, the researcher used two kinds of instruments, namely pre-test and post-test. Since the research was to measure students' reading comprehension, so the reading comprehension text was used in the pretest and posttest and were given to both experimental and control groups. The two tests consisted of 30 multiple choice questions. The data that the researcher wanted to get from this study were the pretest and posttest scores.

The pretest was aimed to find out the students' reading comprehension ability before the treatment while the posttest was aimed to measure the development of students' reading comprehension ability after they received the treatment.

The reading comprehension instruments were developed based on the syllabus on the grade eight students of Junior High School. The instruments were developed in reference to the Standard of Competence and the Basic of Competence of the School-Based Curriculum of Junior High School year VIII of

the second semester. In developing the instruments, the researcher took the materials from the students' text book, internet, and other relevant resources.

E. Validity and Reliability of the Test

1) Validity of the Test

In the testing process, Richards and Schmidt (2002: 622) explain that validity refers to the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended. A number of different statistical procedures can be applied to a test to estimate its validity. Such procedures generally seek to determine what the test measures, and how well it does so. In line with Richards and Schmidt, Miller also defines validity as the extent to which the instrument measures what it purposes to measure. It means that a test has its own purposes and degrees, and it is valid if its scores are directly related to its degree. In this research, the researcher used three kinds of validity analysis which are content, construct, and item validity.

a) Content Validity

To know about content validity, Miller (2012) says that content validity pertains to the degree to which the instrument fully assesses or measures the construct of interest. Furthermore, Suharsaputra (2006) proposes that an instrument should be able to reveal the content of a concept or variable that will be measured. For instance, when we will test the science subject in junior high school, the instruments we use should be able to expose the content of the subject and other aspects as well.

In this research, the reading comprehension test was developed in reference to the materials which were based on the standard competence and the basic competences of the School Based Curriculum of the eight graded of SMP Muhammadiyah 1 Kalibawang in the second semester of the academic year of 2012 - 2013. The reading competences of eight graded junior high school in their second semester is shown in the Table 5 below.

Table 5: The Reading Competences of Eight Grade of Junior High School in the Second Semester

Standard of Competence	Basic Competences	Indicators
11. Understanding the meaning of short simple text in the form of recount and narrative text to interact with the surrounding environment	11.1 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably in form of recount and narrative text	1) Identify the story character of narrative text 2) Recognize the difficult words from the narrative text 3) Compare characters from a narrative text 4) Find the events from a narrative text
	11.2 Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably in form of descriptive text and recount	1) Identify the main topic of descriptive and recount texts 2) Identify the textual meaning of descriptive recount texts 3) Identify the rhetorical steps of descriptive and recount texts 4) Identify the social function of descriptive and recount texts 5) Identify the language characteristics of descriptive and recount texts

The grid of the instruments is shown on the Table 6 below.

Table 6: The Grid of the Instruments

No.	Topic Areas	Number of Items		Total
		Comprehension	Knowledge	
1	Finding the main ideas of the texts	1, 9,		2
2	Finding the facts or definition based on the texts	7, 11, 19, 21, 25, 26, 28, 29	16, 20,	10
3	Finding specific and detailed information	3, 10, 12, 15, 23,		5
4	Evaluating ideas, critical reading, and interpreting reference	2, 4, 5, 6, 8, 14, 18, 22,	13	9
5	Vocabulary	30	17, 24, 27,	4
Total				30

b) Construct Validity

Construct validity refers to the degree to which an instrument measures the trait or theoretical construct that it is intended to measure (Miller, 2012). Suharsaputra (2006) adds while construct is the frame of a concept, construct validity is a validity which relates to the ability of an instrument to measure the meaning of the measured concept. Moreover, Fraenkell in Suharsaputra (2006: 84) states that there are three steps to obtain construct validity; they are:

- 1) Make sure that the measured variable have been clearly defined,
- 2) Make sure that the hypothesis which refers to the theory that underlie the research variable has the ability to distinguish people in different grades in certain condition, and
- 3) Make sure that the hypothesis is logically and empirically tested.

Construct validity is aimed to determine the meaning from the scores. This validity is used to examine whether the test has consistent statement with the theories underlying the presented material or not.

2) Reliability of the Test

Richards and Schmidt (2002: 495) say that in the testing process, reliability is a measure of the degree to which a test gives consistent results. So, if the research is reliable, it will give the same results when it is given on different occasions or used by different people from time to time. Similar to Pedhazur in Suharsaputra (2006: 88), reliability refers to the degree to which test scores are free from errors of measurement. It means that a measurement error may affect the different score in measuring the same subject.

F. Data Collection Technique

The data collection technique that was used in the study was the pretest and posttest technique in the form of multiple choice questions. The pretest was conducted before the treatment and the posttest was conducted after the treatment. Both pretest and posttest were given to the experimental and control groups. The pretest was conducted to know the students' primary ability in reading comprehension and was given to both experimental and control groups. The posttest was conducted to examine whether there was any or no significance difference between the experimental and control groups in which the experimental group was given the reciprocal teaching treatment.

G. Data Analysis Technique

To analyze the data, the researcher used the statistical analysis. They were descriptive and inferential analysis. In the descriptive analysis, mean and standard

deviation were used as the formula in the computation. Meanwhile in the inferential analysis, the study conducted test of normality, test of homogeneity, and test of hypothesis.

1. Descriptive Analysis

The descriptive analysis is aimed to describing the results of the data that was provided the answer to the research question. It was formulated whether there is a significant difference in the reading comprehension ability of the students who are taught using reciprocal teaching strategy and those who are not taught using it. In this study, the researcher divided the descriptive analysis into two parts. They were mean and standard deviation.

a) Mean

Mean is determined by adding all the scores then dividing this sum by the total number of scores. The function of mean was to find out the average scores of the students in both experimental and control groups.

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = mean

$\sum x$ = total score

N = number of the students

(Hatch and Farhady, 1982: 55)

b) Standard Deviation

Standard deviation represents the spread of a distribution. The standard deviation formula is shown as follows:

$$SD = \sqrt{\frac{\sum \chi^2}{N} - \left(\frac{(\sum \sim 2)}{N} \right)}$$

SD = standard deviation

$\sum \chi$ = total score

N = number of the students

(Hatch and Farhady, 1982: 59)

2. Inferential Analysis

The inferential analysis in this study was divided into three tests. They were test of normality, test of homogeneity, and test of hypothesis.

a. Test of Normality

Normality test is used to find out whether the distribution of the data is normal or not. The data was calculated by using the *Chi-square* formula and was carried out by using the *IBM SPSS Statistics 21 for Windows*. The test is said to be normal if the probability value (p-value) is higher than 0.05.

b. Test of Homogeneity

Homogeneity test is aimed to know whether the samples of variance are homogeneous or not and to show there is any significant difference of the samples or not. In order to know this, the *Levene's* test was applied using the *IBM SPSS Statistics 21.0 for Windows*. The test is said to be homogeneous if the level of significance is more than 0.05

c. Test of Hypothesis

The test of hypothesis was applied to see whether the hypothesis which says" there is a significant difference significant difference in the reading comprehension ability of the students who are taught by using reciprocal teaching

strategy and those who are taught without using it” is right or not and the ANCOVA test was applied to find out the difference. In this test, the researcher used a covariate as the consideration to control the effect of the pretest scores of the students’ reading comprehension ability. The pretest scores were considered as the covariate of the analysis and were carried out by using the *IBM SPSS Statistics 21 for Windows*.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the result of the descriptive analysis, inferential analysis, and discussion are presented. The descriptive analysis describes the result of the reading comprehension test. The inferential analysis describes the pretest analysis and the posttest analysis, while the discussion describes the result of the hypothesis testing. In analyzing the data, the *IBM SPSS Statistics 21.0 for Windows* is used by the researcher.

A. Descriptive Analysis

The descriptive analysis explains the results of the test. In this research, there were two tests namely pretest and posttest. The data were obtained from the pretest and posttest of the students reading comprehension ability in the experimental and control groups. The tests consisted of two multiple choice tests. The samples of the study were 36, which 19 students are from experimental group (Class VIIIB), and 17 students are from control group (Class VIIIA). The data mainly involve the mean and the standard deviation of the students' scores of the experimental and the control groups.

The categorization of the students' reading comprehension ability scores could be divided into five levels: very high, high, average, low, and very low. The categorization is illustrated on the Table 7 below.

Table 7: **The Categorization of the Students' Reading Comprehension Ability**

Scores	Category
22.50 - 30	Very high
17.50 - 22.50	High
12.50 - 17.50	Average
7.50 - 12.50	Low
0 - 7.50	Very low

1. The Statistical Data of the Pretest Scores

a. The Data of Pretest Scores of the Experimental Group

The pretest of the experimental group (Class VIIIB) was done on Thursday, May 23rd, 2013. The pretest was done before the reciprocal teaching strategy was applied. Table 8 shows the information about the categorization of the students' reading comprehension ability based on the pretest score of the experimental group.

Table 8: **The Categorization of the Students' Reading Comprehension Ability Based on the Pretest Scores of the Experimental Group**

Class Scores	Number of the Students	Percentage (%)	Category
22.50 - 30	1	5.26	Very high
17.50 - 22.50	1	5.26	High
12.50 - 17.50	15	78.95	Average
7.50 - 12.50	2	10.53	Low
0 - 7.50	0	0	Very low

Table 8 shows that 1 student (5.26%) was categorized into a very high category, 1 student (5.26%) was into a high category, 15 students (78.95%) were into an average category, 2 students (10.53%) were into a low category, and no student was into very low categories. There were 30 items in the pretest which each true answer gets 1 point and each false answer gets 0 point. The possible

highest score is 30 points and the possible lowest score is 0 point. Table 9 shows the descriptive analysis of the pretest scores of the experimental group based on *IBM SPSS Statistics 21.0*.

Table 9: The Descriptive Analysis of the Pretest Scores of the Experimental Group

Mean	SD	Median	Mode	Min Score	Max Score	Total Score	Range
15.53	3.339	15	15	11	27	295	16

The statistical data above shows that the mean of the pre-test of the experimental group was 15.53, the median was 15, the mode was 15, and the standard deviation was 3.339. Based on the mean of the pretest scores of the experimental group, it can be said that the students' reading comprehension ability of the experimental group before the application of reciprocal teaching strategy was in the average category. Meanwhile, the frequency distribution of the students' reading comprehension ability of the experimental group is illustrated in Table 10.

Table 10: The Frequency Distribution of Student's Reading Comprehension Ability of the Pretest Score of the Experimental Group

No.	Pretest Scores	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	10 – 14	7	7	36.84	36.84
2	15 – 19	11	18	57.89	94.74
3	20 – 24	0	18	0	94.74
4	25 – 29	1	19	5.26	100.00
Total		19		100.00	

The Table 10 above shows that the highest frequency of the students' reading comprehension pretest score of the experimental group was between 15 to

19 with 11 students (57.89%) and the lowest frequency of the students' reading comprehension pretest score of the experimental group was between 25 to 29 with 1 student (5.26%). The print out of this computation is attached in Appendix D.

b. The Data of Pretest Scores of the Control Group

The pretest of the control group (Class VIIIA) was done on Thursday, May 23rd, 2013. Table 11 illustrates the information about the categorization of the students' reading comprehension ability based on the pretest score of the control group.

Table 11: The Categorization of the Students' Reading Comprehension Ability Based on the Pretest Scores of the Control Group

Pretest Scores	Number of the Students	Percentage (%)	Category
22.50 - 30	0	0	Very high
17.50 - 22.50	6	35.29	High
12.50 - 17.50	9	52.94	Average
7.50 - 12.50	2	11.76	Low
0 - 7.50	0	0	Very low

Table 11 shows that 6 students (35.29%) were categorized into a high category, 9 students (52.94%) were into an average category, 2 students (11.76%) were into a low category, and no students were into very high and very low categories. There were 30 items in the pretest which each true answer gets 1 point and each false answer gets 0 point. The possible highest score is 30 points and the possible lowest score is 0 point. Table 12 illustrates the descriptive analysis of the pretest scores of the control group based on *IBM SPSS Statistics 21.0 for Windows*.

Table 12: **The Descriptive Analysis of the Pretest Scores of the Control Group**

Mean	SD	Median	Mode	Min Score	Max Score	Total Score	Range
15.82	3.107	15	13	11	21	269	11

The statistical data above show that the mean of the pre-test score of the control group was 15.82, the median was 15, the mode was 13; and the standard deviation was 3.107. Based on the mean of the pretest scores of the control group, it can be said that the students' reading comprehension ability of the control group who was taught without using the reciprocal teaching strategy was in the same category as the experimental group, that was in the average category. Meanwhile, the frequency distribution of the students' reading comprehension ability of the control group is illustrated in Table 13.

Table 13: **The Frequency Distribution of Student's Reading Comprehension Ability of the Pretest Score of the Control Group**

No.	Pretest Scores	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	10 – 14	7	7	41.17	41.17
2	15 – 19	8	15	47.06	88.24
3	20 – 24	2	17	11.76	100
Total		17		100.00	

The Table 13 above shows that the highest frequency of the students' reading comprehension pretest score of the control group was between 10 to 14 with 7 students (41.17%) and the lowest frequency of the students' reading comprehension pretest score of the control group were between 20 to 24 with 2 students (11.76%). The print out of this computation is attached in Appendix D.

c. The Comparison between the Pretest Scores of the Experimental and Control Groups

The comparison between the pretest scores of the experimental and control groups is shown on the following table.

Table 14: The Statistical Data of the Pretest Scores of the Experimental and Control Groups

Group	N	Mean	SD	Median	Mode	Min Score	Max Score	Total Score	Range
experimental	19	15.53	3.339	15	15	11	27	295	16
Control	17	15.82	3.107	15	13	11	21	269	11

From the Table 14 above, the pretest mean of the experimental group was 15.53 and the pretest mean of the control group was 15.82 and could be said that the means of the experimental and control groups were categorized into average category since they ranged between 12.50 and 17.50.

2. The Statistical Data of the Posttest Scores

a. The Data of the Posttest Scores of the Experimental Group

The posttest of the experimental group (Class VIII B) was done on Monday, June 3rd, 2013. The posttest was done after applying reciprocal teaching strategy. Table 15 shows the information about the categorization of the students reading comprehension ability based on the posttest score of the experimental group.

Table 15: The Categorization of the Students' Reading Comprehension Ability Based on the Posttest Scores of the Experimental Group

Pretest Scores	Number of the Students	Percentage (%)	Category
22.50 - 30	7	36.84	very high
17.50 - 22.50	10	52.63	high
12.50 - 17.50	2	10.52	average
7.50 - 12.50	0	0	low
0 - 7.50	0	0	very low

Table 15 shows that 7 students (36.84%) were categorized into a very high category, 10 students (52.63%) were into a high category, 2 students (10.52%) were into an average category, and no students were into a low category and very low categories. There were 30 items in the posttest which each true answer gets 1 point and each false answer gets 0 point. The possible highest score is 30 points and the possible lowest score is 0 point. Table 16 illustrates the descriptive analysis of the posttest scores of the experimental group based on *IBM SPSS Statistics 21.0*.

Table 16: The Descriptive Analysis of the Posttest Scores of the Experimental Group

Mean	SD	Median	Mode	Min Score	Max Score	Total Score	Range
21.84	3.834	22	19 and 22	15	29	415	14

Table 16 shows that the mean of the posttest of the experimental group was 21.84, the median was 22, the modes were 19 and 22, and the standard deviation was 3.834. Based on the mean of the posttest of the experimental group, it can be said that the students' reading comprehension ability of the experimental group after the application of reciprocal teaching strategy was in the high

category. Meanwhile, the frequency distribution of the writing ability is illustrated in the Table 17 below.

Table 17: The Frequency Distribution of Student's Reading Comprehension Ability of the Posttest Score of the Experimental Group

No.	Pretest Scores	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	15 – 19	6	6	31.58	31.58
2	20 – 24	7	13	36.84	68.42
3	25 – 29	6	19	31.85	100.00
Total		19		100.00	

The table above shows that the highest frequency of the students' reading comprehension posttest score of the experimental group was between 20 to 24 with 7 students (36.84%) and the lowest frequency of the students' reading comprehension pretest score of the experimental group were between 10 to 14 and 25 to 29 with 6 student (31.85%). The print out of this computation is attached in Appendix D.

b. The Data of the Posttest Scores of the Control Group

The posttest of the control group (Class VIIIA) was done on Saturday, June 1st, 2013. Table 18 illustrates the information about the categorization of the students' reading comprehension ability based on the posttest score of the control group.

Table 18: The Categorization of the Students' Reading Comprehension Ability Based on the Posttest Scores of the Control Group

Posttest Scores	Number of the Students	Percentage (%)	Category
22.50 - 30	2	11.76	very high
17.50 - 22.50	6	35.29	high
12.50 - 17.50	8	47.06	average
7.50 - 12.50	1	5.88	low
0 - 7.50	0	0	very low

Table 18 shows that 2 students (11.76%) were categorized into the very high category, 6 students (35.29%) were into high category, 8 students (47.06%) were into average category, 1 student (5.88%) was into low category, and no student was into very low category. There were 30 items in the posttest which each true answer gets 1 point and each false answer gets 0 point. The possible highest score is 30 points and the possible lowest score is 0 point. Table 19 illustrates the descriptive analysis of the posttest scores of the experimental group based on *IBM SPSS Statistics 21.0*.

Table 19: The Descriptive Analysis of the Posttest Scores of the Control Group

Mean	SD	Median	Mode	Min Score	Max Score	Total Score	Range
17.71	4.224	16	15 and 22	12	26	301	14

Table 19 shows that the mean of the posttest of the control group was 17.71, the median was 16, the modes were 15 and 22, and the standard deviation was 4.224. Based on the mean of the posttest of the control group, it can be said that the students' reading comprehension ability of the control group who was taught without using the reciprocal teaching strategy was in the same category as

the experimental group, that was in the high category. Meanwhile, the frequency distribution of the writing ability is illustrated in Table 20.

Table 20: The Frequency Distribution of Student's Reading Comprehension Ability of the Posttest Score of the Control Group

No.	Posttest Scores	Frequency	Cumulative	Relative Frequency (%)	Cumulative Frequency (%)
1	10 – 14	3	3	17.63	17.63
2	15 – 19	9	12	52.94	70.59
3	20 – 24	3	15	17.64	88.24
4	25 – 29	2	17	11.76	100.00
Total		17		100.00	

Table 20 shows that the highest frequency of the students' reading comprehension ability of the posttest score of the control group was between 15 to 19 with 9 students (52.94%) while the lowest frequency of the students' reading comprehension ability of the control group was between 25 to 29 with 2 students (11.76%). The print out of this computation is attached in the Appendix D.

c. The Comparison between the Posttest Scores of the Experimental and Control Groups

The comparison between the posttest scores of the experimental and control groups is shown on the following table.

Table 21: The Statistical Data of the Posttest Scores of the Experimental and Control Groups

Group	N	Mean	SD	Median	Mode	Min Score	Max Score	Total Score	Range
experimental	19	21.84	3.834	22	19 and 22	15	29	415	14
control	17	17.71	4.224	16	15 and 22	12	26	301	14

From the Table 21, the posttest mean of the experimental group was 21.84 and the posttest mean of the control group was 17.71. It could be said that the mean of the experimental and control groups were categorized into a high category since they were lies between 17.50 and 22.50.

B. Inferential Analysis

The inferential analysis describes the pre-analysis and hypothesis testing. Pre-analysis test is used to measure the normality and the homogeneity of the data. Meanwhile in the hypothesis testing, the ANOVA testing was applied to find out whether the reciprocal teaching strategy can improve students' reading comprehension ability or not. The discussion of the pre-analysis and hypothesis testing is presented below.

1. Pre-Analysis Testing

a. Test of Normality

The test is used to find out whether the distribution of the data is normal or not. The data was calculated by using the *Chi-square* formula and was carried out by using the *IBM SPSS Statistics 21 for Windows*. Theoretically, the data distribution is considered normal if the probability value (*p-value*) is higher than 0.05. It means that Chi-square value obtained (χ^2_o) is lower than the critical value formed in the table (χ^2_t) with the significance level of 5%. Table 22 illustrates the result of Chi-square test analysis of the pretest while Table 23 illustrates the result of Chi-square test analysis of the posttest.

Table 22: Result of the Normality Test of the Pretest of the Experimental and Control Groups

Data	N	df	χ^2_o	χ^2_t	Interpretation
Pretest Experimental Group	19	8	8.947	15.507	Normal
Pretest Control Group	17	9	2.412	16.919	Normal

Table 23: Result of the Normality Test of the Posttest of the Experimental and Control Groups

Data	N	df	χ^2_o	χ^2_t	Interpretation
Posttest Experimental Group	19	11	4.368	19.675	Normal
Posttest Control Group	17	9	3.588	16.919	Normal

Based on the Table 22 and Table 23 above, the values of observed χ^2 score of the pretest of both experimental and control groups was lower than the χ^2 table with the significance level 0.05. Therefore, the distribution of the pretest score was normal. Moreover, the values of observed χ^2 score of the posttest of both experimental and control groups were lower than the χ^2 table with the significance level 0.05. Therefore, the distribution of the posttest score was normal. The print out of this computation is attached in Appendix D.

b. Test of Homogeneity

The test of homogeneity aimed to know whether the samples of variance are homogeneous or not and to show there is any significant difference of the samples or not. In order to know this, the *Levene's* test was applied using the *IBM SPSS Statistics 21.0 for Windows*. Therefore, the sample of variance is said to be homogeneous if the value of F-observed (F_o) is lower than the F-table (F_t) or if the probability significant level is higher than 0.05.

The result of the homogeneity test of the pretest is shown in Table 24 while the result of the homogeneity test of the posttest is shown in Table 25.

Table 24: Result of the Homogeneity Test of the Pretest Scores of the Experimental and Control Groups

Data	df₁	df₂	F_o	F_t	p-value		Interpretation
pretest	1	34	0.504	4.13	0.482	0.05	homogeneous

Table 25: Result of the Homogeneity Test of the Posttest Scores of the Experimental and Control Groups

Data	df₁	df₂	F_o	F_t	p-value		Interpretation
posttest	1	34	0.482	4.13	0.517	0.05	homogeneous

The data were categorized as homogeneous if the F_o of the pretest and posttest were lower than the F_t which was concluded from the df_1 and df_2 . It can be seen that the df_1 is 1 and df_2 is 34. From the Table 24, it can be seen that the F_o of the pretest (0.504) is lower than the F_t of the pretest (4.13). Meanwhile in the Table 25, it can be seen that the F_o of the posttest (0.482) is lower than F_t of the posttest (4.13).

Moreover, the data can be determined homogeneous when the level of significance is higher than 0.05. Since the p-value of the pretest is 0.482 and p-value of the posttest is 0.517 with significance level 0.05, so the value in the significance level 0.05 from the pretest and posttest can be categorized as homogeneous. The print out of the computation is attached in Appendix D.

2. Hypothesis Testing

After describing the normality and homogeneity of the test, the researcher then did the analysis to test the hypothesis to determine whether the hypothesis was acceptable or not. The hypothesis says “There is a significant difference in the reading comprehension ability of the students who are taught by using reciprocal teaching strategy and those who are taught without using it.” First of all, the hypothesis must be changed into the null hypothesis (H_0) before the hypothesis is rejected or accepted. The test of hypothesis can be seen from the following explanation:

- a. Null Hypothesis (H_0): There is no significant difference in the reading comprehension ability of the students who are taught by using reciprocal teaching strategy and those who are taught without using it.
- b. Alternative Hypothesis (H_a): There is a significant difference in the reading comprehension ability of the students who are taught by using reciprocal teaching strategy and those who are taught without using it.

Table 26 shows the result of the ANCOVA testing and calculated using the IBM SPSS Statistics 21.0 for Windows. The print out of the computation is attached in the Appendix D.

Table 26: The Result of the Hypothesis Testing

Tests of Between-Subjects Effects

Dependent Variable: Students Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	387,005 ^a	2	193,503	13,440	,000
Intercept	933,966	1	933,966	64,869	,000
Test	320,889	1	320,889	22,288	,000
Group	66,116	1	66,116	4,592	,036
Error	993,439	69	14,398		
Total	24136,000	72			
Corrected Total	1380,444	71			

a. R Squared = ,280 (Adjusted R Squared = ,259)

Creswell (2008: 198) states that “if the p value is less than alpha, you reject the null hypothesis; if it is greater than alpha, you accept the hypothesis”. Based on the table above, the result reveals that the ANCOVA test had a significant value of 0.000. It means that there was a significant effect on the reading comprehension ability of post-test after controlling for the effect of pre-test, $F= 5,592$, $p = 0.05$, then, H_a was accepted and H_o was rejected. In other words, there was a significant difference in the reading comprehension ability between the students who were taught by using reciprocal teaching strategy and those who were taught without using reciprocal teaching strategy. The print out of this computation is attached in Appendix D. The result can be presented in the following table. It is based on the adjusted mean.

Table 27: **The Summary of Mean**

Variable	N	Post-test	Adjusted Mean
Experimental	19	21.84	18.684
Control	17	17.71	16.765

Based on the table, the result shows that the mean score for the posttest of the reading comprehension ability achieved by the experimental group which was taught using reciprocal teaching strategy was higher than the mean score of the control group which was taught without using reciprocal teaching strategy. Since the means of the covariate or pre-test were not exactly the same for the two groups, so the means of the dependent variable or the post-test had to be adjusted. The adjusted mean was higher for the experimental group (18.684) than the control group (16.765). When the means were adjusted for differences in the covariate, the posttest score of the control group (16.765) was slightly less than the experimental group (18.684), while when the means were not adjusted; the control group (17.71) was also less than the post-test score of the experimental group (21.84). it means that the order of the size of the adjusted means differs from the unadjusted means. The post-test score of the experimental group was classified in the high category (18.684) and the control group was classified in the average category (16.765). The experimental group score was 1.919 higher than the control group. The ideal mean was 17.78, which means that the obtained mean for the experimental group was higher than the ideal mean score (18.684 - 17.78). Similarly, the experimental group had higher achievement than the control group (18.684 - 16.765).

It can be said that the students' comprehension ability in the experimental and control groups in the posttest had a significant difference. It means that there was a significant difference in the students' comprehension ability between grade eight students of Junior High School taught using reciprocal teaching strategy and those taught without using it. In other words, the alternative hypothesis which states that "There is a significant difference in the reading comprehension ability of the students who are taught by using reciprocal teaching strategy and those who are taught without using it" is accepted.

C. Discussion

Based on the research at SMP Muhammadiyah 1 Kalibawang, it is found that there was a significant difference in reading comprehension ability between the grade eight students who were taught using reciprocal teaching strategy and those who were taught without using it. The evidences were in the forms of numeric data based on the analyzing process. The finding of the research shows that the students taught using reciprocal teaching strategy had better achievement in their reading comprehension ability than those taught using non-reciprocal teaching strategy.

First of all, from the pretest, it can be seen that the experimental group's mean was 15.05 and the control group's mean was 16.59. Meanwhile, from the mean post test scores, it can be seen that the experimental group's post test was 21.26 and the control group's post test was 18.29. As a result, means of both two

groups have shown different results where the experimental group got more means rather than the control group.

Reciprocal teaching strategy in teaching reading helps enhance comprehension of information. Through exercises in group guided by the teacher, the teacher applied the reciprocal teaching strategy. It is very useful as in that way the students did four steps (Predicting, Questioning, Clarifying, and Summarizing) which help them develop the effective reading habits. Each step had been done by the students that they could get the benefit of the strategy. As Palinscar and Brown (1984) states that students taught using reciprocal teaching strategies and who were involved in the teaching routine; made significant gains in a relatively short time. This is proved by comparing the students' test score on reading comprehension after giving treatment. The mean value in the post-test of the students who are taught by using reciprocal teaching strategy is higher than those who did not. It means that the students taught using reciprocal teaching strategy has better reading comprehension ability. It is in line with the explanation stated by Bouchard (2005) that reciprocal teaching is particularly helpful for English language learners since this is an interactive strategy promotes comprehension, monitoring, and questions generation. The students could improve their reading comprehension ability because they had been taught reading strategies to be used and practiced before, during, and after reading.

Those students gained better achievement through a learning process that applied the suitable strategy in reading. This reading strategy was very useful and important to help students improve their comprehension. By having good reading

comprehension, the students gained better achievement. This is because comprehension is a very important component when readers are reading. Kruidenier (2002) states that strategies of the comprehension are procedures that guide students as they attempt to read and write. Moreover, Johnsons (2008) states that comprehension skills are strategies readers use to retrieve information and construct meaning from expository text.

In addition, the finding of this research also supports the finding of the research conducted by Bouchard (2005). The results support finding that students who were given reciprocal teaching strategy had better comprehension which serves as the goal of reading. The control group in this study was the group who received no reciprocal teaching strategy at all. The results showed that the students who received reciprocal teaching strategy had greater reading comprehension ability than non-reciprocal teaching strategy for their reading achievement.

Finally, it can be concluded that reciprocal teaching strategy is appropriate as a good teaching strategy to be applied in teaching and learning process of reading. It is effective in improving the students' reading comprehension ability. It helps students construct meaning and build comprehension on certain text easier as well. It can also be concluded that using reciprocal teaching strategy had better effect in fulfilling the students' reading comprehension ability than using non-reciprocal teaching strategy.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

There are two three sections in this chapter. The first is conclusions, second is implications, and the third is suggestions. The explanation of each section is presented below.

A. Conclusions

The conclusions of this research are supported in three findings. Those are presented as follows.

Firstly, from the pretest score, it can be seen that the mean of the experimental group was 15.05. According to the table of categorization, the students' reading comprehension ability of the experimental group before the treatment was categorized into the average category. The posttest score shows that the mean of the experimental group obtained after the treatment was 21.26. It was higher than the pretest mean and improved as many as 6.21. According to the table of categorization, the students' reading comprehension ability of the experimental group after the treatment was categorized into the high category. The improvement of the students' reading comprehension ability of the experimental group might be influenced by the reciprocal teaching ability.

Secondly, from the pretest score, it can be seen that the mean of the control group was 16.59. According to the table of categorization, the students' reading comprehension ability of the control group was categorized into the average category. The posttest score shows that the mean of the control group was 18.29. It was higher than the pretest mean and improved as many as 1.70.

According to the table of categorization, the students' reading comprehension ability of the control group without the treatment was categorized into the high category.

Thirdly, the posttest score of the experimental group was higher than the control group. The posttest mean of the experimental group was 21.84 while the posttest mean of the control group was 17.71. Meanwhile, the improvement of the experimental group was 6.21 while the control group was 1.70. In brief, the improvement of the mean score of the experimental group was higher than the control group. Therefore, the detail of the data shows that the reading comprehension ability of the students in the experimental group who were taught using reciprocal teaching strategy was improved higher than the students from the control group.

B. Implications

From the research findings, it can be implied that the use of reciprocal teaching has good effect in improving students' reading comprehension ability. The nature of junior high school students that are creative, imaginative, curious, and careful may provide the learning needs and characteristics of junior high school students. Moreover, it is also believed as an effective way to improve students' reading comprehension ability. Therefore, it is a good alternative for the English teacher to use reciprocal teaching strategy to improve students' reading comprehension ability.

C. Suggestions

There are several suggestions that the researcher proposed to increase the students reading comprehension ability.

1. To English Teachers

The study shows that reciprocal teaching strategy was an effective way to improve students' reading comprehension ability of junior high school. The English teachers are suggested to use reciprocal teaching strategy in order to improve students' reading comprehension ability. The English teachers can be more creative in applying the teaching strategy especially using reciprocal teaching strategy.

2. To English Students

Learning a language, especially foreign language, is not an instant process. The study shows that reciprocal teaching strategy that makes use of creativity, imagination, curiosity, and carefulness can provide the learning needs and characteristics of junior high school students. Therefore, the students may use reciprocal teaching strategy in improving the students' reading comprehension ability.

3. To Other Researchers

The researcher expects that this study may give contribution to other researcher who interested to the related research. The study shows that the use of reciprocal teaching strategy presents a significant effect to the reading comprehension ability of junior high school students. The researcher suggests that other researcher conduct further research in

the similar topic, add the sources, and since this is an experimental research, they may develop this study into the action research.

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(<http://education.Washington.edu/cme/recipro.htm>)

APPENDICES

APPENDIX A

Research Instruments

READING COMPREHENSION TEST (Pre-Test)

Choose the best answer by crossing (X) a, b, c, or d on the answer sheet.

Text 1 (For Numbers 1 - 6)

.....	
The Caliph and of Baghdad hired an intelligent and high spirited man as his court jester, and was much amused by his clever, witty comments. The clown was so well loved by his master that everyone at court showed him great respect. And so the Caliph was much surprised one day when his beloved clown crying out in distress from the throne room. The Caliph hurried there and was astonished to find the guards beating the clown badly.	5
“Leave him alone at once!” he ordered. “Why are you beating him?”	
“We found him sitting on your throne, O majesty!” the captain of the guards explained.	10
“Out of my sight!” commanded the Caliph. “For sure the jester did not do it with the intention of offending me.”	
The clown, however, continued to weep and wail even after the guards had left.	15
“Stop it!” Said the irritated Caliph.	
“You’re still in one piece, aren’t you?”	
“I’m not crying for myself, my lord, I weep for you,” the clown explained.	
“For me?” exclaimed the Caliph in surprise.	20
“Certainly! If I get beaten so badly for having been only a few minutes on the throne, how many beatings must you have suffered in all the years that you have been there?”	
<p><i>Taken from: 366 and More Fairy Tales, 1990 in English in Focus for Grade VIII, 2008</i></p>	

1. What is the best title for the story above?
 - a. The Caliph of Baghdad
 - b. The tragedy of Caliph's throne
 - c. The Caliph and the Clown
 - d. The Caliph and his guardians

2. The clown cried out loudly in the throne room because...
 - a. the guards wanted the Caliph's throne
 - b. the guards beaten him badly
 - c. the Caliph and the guards wanted to kill him
 - d. the Caliph went to the warzone

3. "Leave **him** alone at once!" he ordered. The word **him** on the line 8 refers to...
 - a. the Caliph
 - b. the Caliph's throne
 - c. the guards
 - d. the clown

4. What was the clown's response when the guards beaten him badly?
 - a. He cried loudly.
 - b. He ran out from the throne room.
 - c. He beat them off.
 - d. He asked them to forgive him.

5. What is the Caliph **not** doing when he knew that the clown beaten by the guards?
 - a. He ordered the guards to leave the clown.
 - b. He talked to the clown.
 - c. He helped the clown.
 - d. He helped the guards.

6. The aim of the text is ...
- to describe the Caliph's throne
 - to inform about the Caliph's throne
 - to retell about the writer's experience
 - to amuse the reader

Text 2 (For Numbers 7 – 11)

The Fox and the Crow

An ugly black crow perched on the branch of a tree. She just stole a tasty piece of cheese and was about to enjoy her cheese.

Just then a dark brown fox passed by. He was very hungry. Then he saw the food in the crow's beak. His mouth watered, so he thought of a clever plan to get the cheese.

The fox looked up at the crow, he said, "I have always admired your beauty, with your soft, shinny feathers and nice beak. If your voice is as fine as your looks, you could be the Queen of the Birds!"

The crow wanted to be the queen. So, to prove that she could sing, she opened her beak and made a loud "Caw!" Of course when she opened her beak, the piece of cheese fell to the ground.

The fox happily snatch up the cheese and laughed. He said, "My dear crow, your voice is fine but your opinion is not. You shouldn't believe everything you hear! Thanks for the cheese!"

*Taken from: Kohwai and Young, 2003, in
Mukarto, Sujatmiko, Murwani, and Kiswara, 2004*

7. What was the fox wanted from the crow?
- Her beautiful sing
 - Her shinny feathers
 - Her tasty cheese
 - Her nice beak

8. Of course when she opened her beak, the (line 10)

What does the underlined word refer to?

- | | |
|-------------|---------------|
| a. The crow | c. The cheese |
| b. The fox | d. The beak |

9. What is the resolution of the story above?

- a. The crow became the Queen of Birds.
- b. The crow lost her cheese.
- c. The crow's sing is fine.
- d. The crow laughed loudly.

10. Why did the fox want the cheese?

- | | |
|---------------------------|------------------------|
| a. The fox couldn't sing. | c. The fox was hungry. |
| b. The fox couldn't fly. | d. The fox was clever. |

Text 3 (For Numbers 12 – 15)

The Owl and the Nightingale

There was once a nightingale in a cage by a window, that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. "When I was captured," explained the nightingale, "it was day and I was singing. In this way I learnt to be more carefully and to sing only at night."

"Are you afraid you might be captured a second time?" asked the owl. "Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn't really matter anymore, right?"

*Taken from: 366 and More Fairy Tales, 1990 in
English in Focus for Grade VIII, 2008*

11. Where did the nightingale?

- a. On a window
- b. In a cage
- c. In the forest
- d. On a tree

12. What did the nightingale's habit?

- a. Singing in the morning
- b. Singing in the evening
- c. Singing at noon
- d. Singing at night

13. What was the first question of the owl?

- a. "Why do you always singing?"
- b. "What are you doing there?"
- c. "How are you?"
- d. "How do you do?"

14. "Are **you** afraid you might be captured a second time?" asked the owl. The word **you** in line 6 above refers to ...

- a. the nightingale
- b. the owl
- c. the night
- d. the morning

15. The Nightingale is in the cage because ...

- a. he was captured
- b. he was alone
- c. he was singing
- d. he was hungry

Text 4 (For Numbers 16 – 19)

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Taken from: English in Focus for Grade VIII

5

10

16. Where did the writer find out about adolescence?

- | | |
|----------------|------------------|
| a. At fourteen | c. In a magazine |
| b. Last night | d. On Monday |

17. How old was the writer when he experienced adolescence?

- | | |
|-------------|-------------|
| a. 14 years | c. 16 years |
| b. 15 years | d. 17 years |

18. What did the writer do to divert his emotions?

- He read an article about adolescence.
- He played basketball with his friends.
- He took piano lessons.
- He took many extracurricular activities.

19. When did the writer spend the days with his family?

- a. On Saturdays and Sundays
- b. On Mondays and Tuesdays
- c. On Wednesdays and Thursdays
- d. On Fridays and Saturday

Text 5 (For Numbers 20 – 24)

Magelang, May 17, 2013

Dear Amanda,

Hello Amanda, how are you? It's been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

5

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Everyday the doctor kept me on a drip.

10

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

15

OK, I think that's all from me, write to me soon ok?

Regards

Nadia

Adapted from: English in Focus for Grade VIII

20. When did the **last time** Amanda in contact with Nadia?

- a. On March
- b. On April
- c. On May
- d. On June

21. Why did Nadia hospitalized last week?

- a. She was infected by dengue fever.
- b. She was studying in the classroom.
- c. She was writing letter to Amanda.
- d. She was there for one week.

22. Finally, I had to stay there for one week. (line 10)

What does the underlined word refer to?

- a. In the classroom.
- b. At hospital.
- c. At Amanda's room.
- d. At Nadia's room.

23. Where did Amanda fainted before taken to the hospital?

- a. At Amanda's room.
- b. At Nadia's room.
- c. In the classroom.
- d. At hospital.

24. How many days did Nadia hospitalized?

- a. 5 days
- b. 7 days
- c. 9 days
- d. 11 days

Text 5 (For Numbers 25 – 30)

I went to Alfred's house last week to do homework. I went there with Andi and Joni. After finishing the homework, Alfred and Joni made *rujak*. Alfred likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

5

Adapted from: English in Focus for Grade VIII

25. When did the writer go to Rahman's house?

- a. Last month
- b. Yesterday
- c. Last week
- d. Last Friday

26. Why did the writer go to there?

- a. Ate *rujak*
- b. Made *rujak*
- c. Finishing homework
- d. Got stomachache

27. Yesterday I could not restrain myself from eating it. (line 4)

The underlined word refers to ...

- a. allow
- b. bring
- c. resist
- d. free

28. Whom did the writer go with?

- a. Alfred and Andi
- b. Andi and Joni
- c. Alfred
- d. Andi

29. Who made *rujak*?

- a. Joni and Alfred
- b. Joni and Andi
- c. Joni
- d. Andi

30. Why did the writer not go to school the next morning?

- a. He made *rujak*
- b. He got hospitalized
- c. He went to Alfred's house
- d. He got stomachache

PRETEST'S KEY ANSWER:

- | | | |
|-------|-------|-------|
| 1. C | 11. B | 21. A |
| 2. B | 12. D | 22. B |
| 3. D | 13. B | 23. C |
| 4. A | 14. A | 24. B |
| 5. D | 15. A | 25. D |
| 6. D | 16. C | 26. C |
| 7. C | 17. A | 27. C |
| 8. A | 18. D | 28. B |
| 9. B | 19. A | 29. A |
| 10. C | 20. B | 30. D |

READING COMPREHENSION TEST (Post-Test)

Choose the best answer by crossing (X) a, b, c, or d on the answer sheet.

TEXT 1 (For numbers 1 – 6)

The Legend of Tangkuban Parahu

Sangkuriang had been separated from his mother since childhood. On his way home, he stopped at a small village and fell in love with a beautiful girl. He didn't realized that the village was his homeland nor that the beautiful girl was his own mother who remained young and pretty.

5

Their love grew naturally and one day, Dayang Sumbi suddenly realized that the profile of Sangkuriang's head matched that of her son's who had left twenty years earlier. How could she marry her own son? But she did not wish to dissappoint him. So she agreed to marry Sangkuriang only on the condition that he would provide her with a lake and a boat with which they could sail on their wedding day the next day at dawn.

10

Sangkuriang accepted this condition. He dammed up the Citarum river to make a lake. Dayang Sumbi realized that Sangkuriang would fulfil the condition she had set. With a wave of her supranatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

15

Sangkuriang realized that he failed to finish the boat. With all his anger, he kicked the unfinished boat upside-down and it is now known as the mount Tangkuban Parahu. In Sundanese *Tangkuban* means upturned or upside-down and *Parahu* means boat. With the dam torn apart, the water drained off the lake and made the lake wide plain. It is now called Bandung from the word *Bendung* which meant dam.

20

25

Adapted from: www.sekolahoke.com

separated: berpisah, *stop*: berhenti, *realized*: menyadari, *pretty*: cantik, *suddenly*: tiba-tiba, *matched*: cocok/pas, *marry*: menikah, *sail*: berlayar, *disappoint*: mengecewakan, *agreed*: setuju, *provide*: menyediakan, *lake*: danau, *failed*: gagal, *upturned*: terbalik, *torn apart*: pecah

1. When did Sangkuriang separated from his mother?
 - a. When he was a child
 - b. When he was kidnapped
 - c. When he was sleeping
 - d. When he was a warrior
2. How many years since Sangkuriang separated from his mother?
 - a. 15 years
 - b. 20 years
 - c. 22 years
 - d. 25 years
3. What did Dayang Sumbi request from Sangkuriang as the wedding gift?
 - a. Provide a thousand of temples
 - b. Provide a dam in Bandung
 - c. Provide a lake and a boat
 - d. Provide a castle
4. Their love grew naturally and one day, ... (line 6)
The underlined word refers to ...
 - a. Tangkuban Parahu
 - b. Sangkuriang and Dayang Sumbi
 - c. Sangkuriang
 - d. Dayang Sumbi
5. What did Sangkuriang doing to make a lake?
 - a. He built a boat
 - b. He made a thousand of temples
 - c. He dammed up Citarum river
 - d. He He kicked the boat
6. What is the ending of the story?
 - a. Happy
 - b. Sad
 - c. Interesting
 - d. Confusing

TEXT 2 (For numbers 7 – 13)

.....	
One day, there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.	5
Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.	
"At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.	10 15
"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart.	
<i>Adapted from: www.englishdirection.com</i>	

cross: menyeberangi, *agree*: setuju, *told*: berkata, *jump*: melompat, *unluckily*: sialnya, *middle*: tengah, *heart*: jantung, *healthy*: sehat, *dangerous*: berbahaya, *coconuts*: kelapa, *river bank*: tepi sungai, *climb*: memanjat, *tree*: pohon, *foolish*: bodoh, *free*: bebas

7. What is the best title for the text above?

a. The Monkey	c. The Crocodile
b. The Monkey and the River	d. The Monkey and Crocodile

8. Why did the Crocodile stop in the middle of the river?

a. He was very hungry	c. He was tired
b. He was very angry	d. He was sleepy

9. Which statement is **false** according to the text above?

- a. The monkey was sick
- b. The monkey jump on the top of the crocodile
- c. The crocodile can swim
- d. The crocodile tricked by the monkey

10. "He told the crocodile to swim back..." (line 10).

The underlined word refers to...

- a. The monkey
- b. The crocodile
- c. The river
- d. The heart

11. What is the main idea of the **first** paragraph?

- a. The crocodile wanted the monkey's heart
- b. The monkey told crocodile to back to the riverbank
- c. The monkey asked crocodile to help him
- d. The crocodile asked monkey to give his heart

12. How did the monkey cross the river?

- a. He ran and jumped over the river
- b. He used a boat to cross the river
- c. He asked crocodile for his heart
- d. He asked crocodile to take him

13. What did the crocodile want from the monkey?

- a. The monkey's help
- b. The monkey's heart
- c. The monkey's head
- d. The monkey's hand

TEXT 3(For Numbers 14 - 17)**Three Pigs and a Wolf**

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with wood. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

5

A big bad wolf saw the two little pigs while they danced and played and he said, "What delicious food!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of wood.

10

The big bad wolf now came to this house to blow the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

The big bad wolf tried to blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

15

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

20

Adapted from: <http://shortstoriesshort.com>

straw: jerami, wood: kayu, chase: mengejar, house: rumah, blew: meniup, frightened/terrified: ketakutan, hardly: dengan keras, bricks: batu bata, safe: selamat, inside:di dalam, through:lewat, boiled: memasak air, below: dibawah, chimney: cerobong, fell: jatuh, died:mati, lazy: malas

14. Who are the main characters of the story above?

- | | |
|------------------|--------------------|
| a. The third pig | c. A wolf |
| b. Three pigs | d. The brick house |

15. Which pig with the straw house?

- | | |
|------------------------|------------------------|
| a. 1 st pig | c. 3 rd pig |
| b. 2 nd pig | d. 4 th pig |

16. The wolf could not blow the third pig's house because...
- a. it made of straw
 - b. it made of wood
 - c. it made of leaves
 - d. it made of bricks
17. Which statements is **not** the purpose of the text?
- a. To describe the characteristic of a wolf
 - b. To describe the characteristic of a pig
 - c. To inform the reader about wolf
 - d. To entertain the reader

TEXT 4 (For Numbers 18 – 21)

<p>It was nice Saturday. I got holiday because it was Idul Fitri day. We as a Moslem celebrated and apologized to our parents, brothers, sisters, neighbors and friends.</p>	
<p>In the afternoon we planned to visit our grandfather in the village. He stayed alone there. Our grandmother had passed away a few years ago.</p>	5
<p>We left Jember at 6 p.m. to Bondowoso. My father drove the car carefully because the street was very crowded. There were a lot of vehicles.</p>	
<p>An hour later we arrived in Bondowoso. It took 15 minutes to reach my grandfather's house from Bondowoso.</p>	10
<p>My grandfather was waiting when our car came into his house yard. When we got out from the car, he was smiling and hugging us one by one.</p>	
<p>We stayed there for a week. It was very nice place. We felt very peaceful and happy to live there.</p>	15
<p style="text-align: right;"><i>Taken from: www.sekolahoke.com/</i></p>	

holiday: liburan, because: karena, celebrated: merayakan, apologized: minta maaf, neighbors: tetangga, planned: berencana, stayed: tinggal, passed away: meninggal, carefully: hati-hati, crowded: ramai, vehicles: kendaraan, arrived: sampai, waiting: menunggu, house yard: pekarangan, smiling: tersenyum, hugging: memeluk, peaceful: damai

18. What the day did the writer went to his grandfather's house?
- a. on Thursday
 - b. on Friday
 - c. on Saturday
 - d. on Sunday
19. How did the writer go to his grandfather's house?
- a. By car
 - b. By motorcycle
 - c. By bus
 - d. By plane
20. My grandfather was waiting when our car came into his house yard.
(line 12)
The underlined word refers to...
- a. My father
 - b. My mother
 - c. My grandfather
 - d. My grandmother
21. What did happen to the writer's grandmother?
- a. She passed away
 - b. She was on vacation
 - c. She got sick
 - d. She was smiling

TEXT 5 (For Numbers 22 – 25)**My Football Experience**

When I was in junior high school, I really loved football. Every Monday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Artono was a kind person. But, while Mr. Artono was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

5

With Mr. Artono, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to my study, football just for hobby.

10

Adapted from: English in Focus VIII

practiced: berlatih, coach: pelatih, strong: kuat, player: pemain, kind: ramah, grounded: menghukum, late: terlambat, obey: patuh, rules: aturan, tournaments: turnamen/lomba, fans: penggemar, just: hanya, more: lebih, pay attention: memperhatikan,

22. When did the writer practice football?

- | | |
|------------------|---------------|
| a. On Wednesdays | c. On Sundays |
| b. On Fridays | d. On Mondays |

23. ...while Mr. Artono was coaching us, he was very... (line 4)

The underlined word refers to...

- | | |
|---------------|-------------|
| a. Mr. Artono | c. Football |
| b. The writer | d. 67 Team |

24. The 67 Team won many tournaments since its players are ...

- | | |
|---------------------|-----------------------|
| a. Lazy and stupid | c. Foolish and sleepy |
| b. Strong and smart | d. Slow and weak |

25. The football team is named 67 Team since because...

- | | |
|--------------------------|------------------------|
| a. It has 67 player | c. It is from SMP 67 |
| b. It was formed on 1967 | d. It has 67 victories |

TEXT 6 (For Numbers 25 – 28)

Travelling with My Family

Last month, my parents, sister, brother, and I went to the zoo. We went there for recreation. We left at 7.00 a.m. and arrived there at 8.30 a.m. It is about a sixty kilometers to go to the zoo from my house.

There were a lot of people watching a giant snake. The snake was there for about two weeks. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour.

Adapted from: www.sekolahoke.com

5

travelling: berpergian, *recreation*: wisata/rekreasi, *arrive*: sampai/tiba, *zoo*: kebun binatang, *watch*: melihat, *giant*: raksasa, *snake*: ular, *biggest*: terbesar, *around*: sekitar, *various*: bermacam-macam, *temple*: candi

26. When did the writer go to the zoo?

- | | |
|---------------|--------------|
| a. Last month | c. Last year |
| b. Last week | d. Yesterday |

27. How many people that the writer mentioned went to the zoo with him?

- | | |
|-------------|-------------|
| a. 6 people | c. 4 people |
| b. 5 people | d. 3 people |

28. It is about ... from the writer's house to the zoo.

- | | |
|------------------|------------------|
| a. 96 kilometers | c. 60 kilometers |
| b. 66 kilometers | d. 16 kilometers |

TEXT 7 (For Numbers 29 – 30)

My name is Rendra. I am fifteen years old. I have a little brother. His name is Tony. He is four years younger than me. Last month Tony had a fever. My mother tried to lower the fever by giving him some medicine. However, the next day, his fever had still not gone down. So she took Tony to the hospital. In the hospital, the doctor examined Tony. Then he said that Tony had dengue fever.

5

My mother was very worried, my father tried to calm her down because Tony's illness was not very bad. "There is still hope," said the doctor to my mother. Every day, the doctor checked Tony and gave him the proper treatment and medicine. Finally a week after, Tony's fever had gone down.

10

The doctor told us that the critical time had passed and Tony could go home as soon as possible.

Adapted from: English in Focus VIII

younger: lebih muda, fever: demam, lower: menurunkan, medicine: obat-obatan, down: turun, hospital: rumah sakit, examine/ check: memeriksa, dengue fever: demam berdarah, worry: khawatir, calm: menenangkan, illness: sakit, bad: parah, still: masih, hope: harapan, proper treatment: penanganan layak, critical time: masa kritis, as soon as possible: secepatnya

29. How old is Rendra?

- | | |
|-----------------|-----------------|
| a. 18 years old | c. 16 years old |
| b. 17 years old | d. 15 years old |

30. Why did Tony get hospitalized for a week?

- | | |
|------------------------|-------------------------------|
| a. He got dengue fever | c. He was visiting his friend |
| b. He got headache | d. He was working there |

----- GOOD LUCK -----

POSTTEST KEY ANSWER:

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. A |
| 2. B | 12. D | 22. D |
| 3. C | 13. B | 23. A |
| 4. B | 14. A | 24. B |
| 5. D | 15. B | 25. C |
| 6. B | 16. D | 26. A |
| 7. D | 17. D | 27. B |
| 8. A | 18. B | 28. C |
| 9. A | 19. A | 29. D |
| 10. A | 20. C | 30. A |

APPENDIX B

Lesson Plans

LESSON PLAN

(Experimental Class)

School	: SMP Muhammadiyah 1 Kalibawang
Subject	: English
Grade/Semester	: VIII/2
Meeting	: 1
Allocated time	: 2x40 minutes
Skill	: Reading

I. Standard of Competence :

Understanding the meaning of short simple text in the form of recount and narrative text to interact with the surrounding environment

II. Basic Competency :

Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably in form of recount and narrative text

III. Indicators :

- Students read the narrative text
- Students identify the story character of narrative text
- Students recognize the difficult words from the narrative text
- Students compare characters from a narrative text
- Students find the events from a narrative text

IV. Learning Objectives :

In the end of the lesson, the students are able to:

- Read and understand a narrative text

- Identify the characteristics of a narrative text correctly
- Recognize the difficult words from the narrative text
- Answer questions related to the text
- Compare characters from narrative texts
- Find the events from narrative texts

V. Learning Materials

A. Read the text carefully!

Redfeathers the Hen

ORIENTATION

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

COMPLICATION

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

RESOLUTION

Luckily for her, her friend, Doven, the pigeon saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, which began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

Adapted from: 366 and More Fairy Tales, 1990 in English in Focus VIII

B. Find the meaning of each word!

Farmyard, sack, dove, delighted, cleverly, splashed

C. Answer the question based on the text above!

1. Who is the main character of the story?
2. Why the hen called the Redfeather?
3. What was the hen doing when the fox put down the sack with the hen in it?
4. How many characters were involved in this story?
5. What is the ending of the story?

D. Study about the characteristic of a narrative text!

1. **Narrative text** is kind of text that is used to entertain and amuse the readers. It is a fiction text.
2. Kind of narrative text
 - a. **Fable**: story about animals
Example: *The Smartest Parrot, The Rabbit and the Turtle*
 - b. **Legend**: story about the occurrence of something or somewhere
Example: *the Legend of Nyi Roro Kidul, the Legend of Banyuwangi*
 - c. **Fairy Tale**: story about magical world
Example: *Cinderella, Pinocchio*
3. Generic Structure:
 - a. **Orientation** : tells who was involved, what happened, where the events took place, and when it happened.
 - b. **Complication** : show the problems in the story
 - c. **Resolution** : how to solve the problem in the story
 - d. **Coda** : to give the moral value of the story

E. Arrange into a good narrative story!

1.

Cinderella cried because she was not permitted her step mother went to the party.

The two step sisters received an invitation from the prince.

Cinderella

An angel helped Cinderella to join the party. She gave Cinderella a gown and a pair of shoes.

Cinderella lived with her step mother and two step sisters.

2.

Snow White

Snow White escaped to the jungle. She met seven dwarfs

Snow White lived with her step mother

The Queen called a devil to kill Snow White

The Queen was jealous to Snow White because she was very beautiful

3.

The Frog Prince

She had a golden ball but suddenly it fell into a pond

The frog stayed with the princess in the Kingdom

A Beautiful Princess lived in the Kingdom

The frog came to help her finding a golden ball

VI. Teaching and Learning Method : Three Phase Technique

VII. Media : Worksheet Graphic Organizer

VIII. Place : Classroom

IX. Teaching and Learning Process :

1. OPENING ACTIVITIES

- Ñ Greeting to the students
- Ñ Checking students' attendance list
- Ñ Checking students' readiness

2. MAIN TEACHING LEARNING ACTIVITIES

a. Pre Reading

- Asking the students about the interesting story they have ever heard
- Giving some questions about the story

b. Whilst Reading

➤ **Character Characteristics (CC)**

- Presenting the students a narrative text "*Redfeathers the Hen*"
- Asking the students to predict the content of the text from its title
- Asking the students to read the text
- Asking the students to find the difficult words from the text
- Explaining the definition of narrative text, kinds of narrative texts and generic structure of a narrative text
- Asking the students to use graphic organizer to identify the story character.
- Monitoring students' activity in doing the worksheet of graphic organizer

➤ **Story Line Up (SLU)**

- Asking the students to make a group of 4-5 students
- Giving pocket card consist of 3 stories (*Cinderella*, *Snow White* and *The Frog Prince*).
- Asking the students to arrange the events from the pocket card into a good story
- Monitoring the students in arranging the events from the pocket cards
- Asking the students to write the result of their work in worksheet of graphic organizer

c. Post Reading

- Giving feedback to the students
- Discussing the students' worksheet

3. CLOSING ACTIVITIES

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

X. Assessment

The Assessment is done during the teaching and learning process.

- a. Technique : Written test
- b. Form : Short answer questions
- c. Instruments : Lists of comprehension questions

English Teacher

Kalibawang, May 28th, 2013

Researcher

Drs . Suparman

Hari Wijonarko

NIM.05202241042

Headmaster of SMP Muhammadiyah 1 Kalibawang

Edi Sutarja, SPd.

NIP.19630322 198412 1002

LESSON PLAN

(Control Class)

School	: SMP Muhammadiyah 1 Kalibawang
Subject	: English
Grade/Semester	: VIII/2
Meeting	: 2
Allocated time	: 2x40 minutes
Skill	: Reading

I. Standard of Competence :

Understanding the meaning of short simple functional text in form of descriptive text to interact with the surrounding environment

II. Basic Competency :

Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably in form of descriptive text and recount

III. Indicators :

- Students read the descriptive text
- Students read a short functional text in the form of news
- Students recognize the difficult words from the descriptive text

IV. Learning Objectives :

In the end of the lesson, the students are able to:

- Read and understand a descriptive text correctly
- Read and understand a short functional text in the form of news
- Recognize the difficult words from the descriptive text
- Answer questions related to the descriptive text

V. Learning Materials

A. Fill in the blanks with the appropriate words from the list!

<i>population:</i>	<i>resources</i> : sumber	<i>desert</i> : gurun
penduduk	<i>rains</i> : hujan	pasir
<i>erupt</i> : meletus	<i>earthquake</i> : gempa	<i>bridge</i> : jembatan
<i>forest</i> : hutan	bumi	<i>valleys</i> : lembah
<i>archipelago:</i>	<i>soil</i> : tanah	
kepulauan	<i>dry</i> : kering	

Indonesia, our country, with the..... (1)..... of more than two hundred million, is an.....(2)..... because it consists of islands. It lies in the tropical zone so it has only two seasons: rainy season and..... (3).....season. The..... (4)..... is very fertile so that we have a large area of thick..... (5)..... from which we get wood. We don't have a (6)..... or a sea of land like some countries in Africa.

Fortunately, our country also lies on a volcanic area so we have a lot of mountains and volcanoes. The volcanoes are usually beautiful tourist spots but they become very dangerous when they..... (7)... It may also cause..... (8)..... which can destroy many buildings. From the..... (9).....of these mountains and volcanoes, the rivers lead the water down into the sea. The rivers are usually deep especially when it..... (10)..... a lot so we need to build..... (11)..... to cross above them. We are also rich in natural..... (12).....like gold, iron, oil, and coal.

B. Answer the following questions based on the text above!

1. How many seasons does Indonesia have?
2. Why do we have large thick forests?
3. Can we find a desert in our country?
4. Which one can erupt, the volcano or the mountain?
5. Why do many tourists go up to the volcanoes?
6. Are volcanoes sometimes dangerous?
7. Where does the river flow?
8. What natural resources does our country have?

VI. Teaching and Learning Method : Three Phase Technique

VII. Media : Worksheet Graphic Organizer

VIII. Place : Classroom

IX. Teaching and Learning Process :

1. OPENING ACTIVITIES

- Ñ Greeting to the students
- Ñ Checking students' attendance list
- Ñ Checking students' readiness

2. MAIN TEACHING LEARNING ACTIVITIES

a. Pre Reading

- Asking the students about some clues related to the topic
- Giving some questions about the story

b. Whilst Reading

- Presenting the students a descriptive text "*The Seasons in Indonesia*"
- Asking the students to repeat after the teacher for some difficult words related to the topic
- Asking the students to fill the empty space on the text with the difficult words
- Explain the difference between almost similar words, e.g.: *volcano* and *mountain*, *sea* and *ocean*, *house* and *building*
- Giving clues/ guidance related to the topic
- Asking the students to read the text
- Monitoring students' activity in doing the worksheet of graphic organizer

d. Post Reading

- Giving feedback to the students
- Discussing the students' worksheet

3. CLOSING ACTIVITIES

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

X. Assessment

The Assessment is done during the teaching and learning process.

- d. Technique : Written test
- e. Form : short answer questions
- f. Instruments : Lists of comprehension questions

English Teacher

Kalibawang, May 30th, 2013

Researcher

Drs . Suparman

Hari Wijonarko

NIM.05202241042

Headmaster of SMP Muhammadiyah 1 Kalibawang

Edi Sutarja, SPd.

NIP.19630322 198412 1002

LESSON PLAN

(Experimental Class)

School	: SMP Muhammadiyah 1 Kalibawang
Subject	: English
Grade/Semester	: VIII/2
Meeting	: 3
Allocated time	: 2x40 minutes
Skill	: Reading

I. Standard of Competence :

Understanding the meaning of short simple text in the form of recount and narrative text to interact with the surrounding environment

II. Basic Competency :

Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably in form of recount and narrative text

III. Indicators :

- Students read the narrative text
- Students identify the story character of narrative text
- Students recognize the difficult words from the narrative text
- Students compare characters from a narrative text
- Students are able to find the events from a narrative text

IV. Learning Objectives :

In the end of the lesson, the students are able to:

- Read and understand a narrative text

- Identify the characteristics of a narrative text correctly
- Recognize the difficult words from the narrative text
- Answer questions related to the narrative text
- Identify the important events of a narrative text
- Find the characters, setting, problem and solution
- Identify the orientation, complication, resolution and sequence of events

V. Learning Materials

A. Read the text carefully!

The Fox and the Crow

An ugly black crow perched on the branch of a tree. She just stole a tasty piece of cheese and was about to enjoy her cheese.

Just then a dark brown fox passed by. He was very hungry. Then he saw the food in the crow's beak. His mouth watered, so he thought of a clever plan to get the cheese.

The fox looked up at the crow, he said, "I have always admired your beauty, with your soft, shiny feathers and nice beak. If your voice is as fine as your looks, you could be the Queen of the Birds!"

The crow wanted to be the queen. So, to prove that she could sing, she opened her beak and made a loud "Caw!" Of course when she opened her beak, the piece of cheese fell to the ground.

The fox happily snatch up the cheese and laughed. He said, "My dear crow, your voice is fine but your opinion is not. You shouldn't believe everything you hear! Thanks for the cheese!"

Taken from: Kohwai and Young, 2003, in Mukarto, Sujatmiko, Murwani, and Kiswara, 2004

F. Decide the generic structure of the text above.

1. Title :
2. Orientation :
3. Complication :
4. Resolution :
5. Coda :

G. Answer the questions related to the text above!

1. Who are the main characters?
2. Why was the monkey in dangerous situation?
3. What did the crocodile want from the monkey?
4. Why did the crocodile and the monkey swim back to the bank of the river?
5. What is the ending of the story?

H. Read these stories and identify the elements of the story!**1. “The Legend of Sangkuriang”**

One day, Sangkuriang met a beautiful girl, but he did not notice that the girl was his mother so he wanted to marry her.

She requested Sangkuriang to build a boat for the wedding gift before the next morning. Sangkuriang built the boat but it was unfinished and he got angry because of that.

He kicked the boat and it fell upside down, then the boat became a mountain called Tangkuban Parahu.

2. “Snow White and Seven Dwarfs”

Long time ago, Snow lived with her step mother in the Kingdom. Her mother hated her because she is very beautiful.

Her mother sent her out from the kingdom. Snow White knew it and she escaped to the forest. She met seven dwarfs. Then she lived with them in a

cottage in the forest. One day, Snow White ate a poisoned apple. She fell asleep.

A prince came to the forest. He saw a cottage. He woke snow white. Then they got married.

VI. Teaching and Learning Method : Three Phase Technique

**VII. Media : Worksheet Graphic Organizer,
Pocket Card**

VIII. Place : Classroom

IX. Teaching and Learning Process :

1. OPENING ACTIVITIES

- Ñ Greeting to the students
- Ñ Checking students' attendance list
- Ñ Checking students' readiness

2. MAIN TEACHING LEARNING ACTIVITIES

a. Pre Reading

- Asking the students about the text given in the last meeting
- Showing the picture to the students to predict what the text is going about

b. Whilst Reading

➤ Story Book (SB)

- Presenting the students a narrative text "*The Fox and the Crow*"
- Asking the students to predict the content of the text from its title and the picture
- Asking the students to read the text carefully
- Asking the students to find the difficult word from the text
- Asking the students to use graphic organizer to identify the important events in the beginning, middle and end of the text

- Monitoring and guiding students' activity in doing the worksheet of graphic organizer
- **Story Element Short (SES)**
 - Explaining the students about the element of story such as characters, setting, problem, solution, theme and plot.
 - Asking the students to make group of 4-5 students.
 - Asking the students to match the characters, setting, problem, solution, plot and theme of a story in the story element card game.
 - Monitoring and helping the students in matching the characters, setting, problem, solution, plot and theme of a story in the story element.
- **Story Element Web (SEW)**
 - Giving the students 2 narrative texts (*The legend of Sangkuriang* and *Snow White and 7 Dwarfs*)
 - Asking the students to use graphic organizer to find the story element of those narrative texts
 - Monitoring and guiding students' activity in doing the worksheet of story element web
- **Story Grammar Yammer (SGY)**
 - Asking the students to reread the story of "*The Fox and the Crow*"
 - Asking the students to find the characters, setting, problem, events and solution
 - Monitoring and guiding students' activity in doing the worksheet of story grammar

Post Reading

- Giving feedback to the students
- Discussing the students' worksheet

3. CLOSING ACTIVITIES

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

X. Assessment

The Assessment is done during the teaching and learning process.

- Technique : Written test
- Form : Short answer questions
- Instruments : lists of comprehension questions

English Teacher

Kalibawang, May 30th, 2013

Researcher

Drs . Suparman

Hari Wijonarko

NIM.05202241042

Headmaster of SMP Muhammadiyah 1 Kalibawang

Edi Sutarja, SPd.

NIP.19630322 198412 1002

LESSON PLAN

(Control Class)

School	: SMP Muhammadiyah 1 Kalibawang
Subject	: English
Grade/Semester	: VIII/2
Meeting	: 4
Allocated time	: 1x40 minutes
Skill	: Reading

I. Standard of Competence :

Understanding the meaning of short simple functional text in form of descriptive text to interact with the surrounding environment

II. Basic Competency :

Responding to the meaning contained in short simple functional written texts which are related to the nearest surrounding, accurately, fluently and acceptably in form of descriptive text and recount

III. Indicators :

- Students read the descriptive text
- Students read a short functional text in the form of news
- Students recognize the difficult words from the descriptive text

IV. Learning Objectives :

In the end of the lesson, the students are able to:

- Read and understand a descriptive text correctly
- Read and understand a short functional text in the form of news
- Recognize the difficult words from the descriptive text
- Answer questions related to the descriptive text

V. Learning Materials

A. Fill in the blanks with the appropriate words from the list!

<i>population</i> :	<i>resources</i> : sumber	<i>desert</i> : gurun
penduduk	<i>rains</i> : hujan	pasir
<i>erupt</i> : meletus	<i>earthquake</i> : gempa	<i>bridge</i> : jembatan
<i>forest</i> : hutan	bumi	<i>valleys</i> : lembah
<i>archipelago</i> :	<i>soil</i> : tanah	
kepulauan	<i>dry</i> : kering	

Indonesia, our country, with the..... (1)..... of more than two hundred million, is an.....(2)..... because it consists of islands. It lies in the tropical zone so it has only two seasons: rainy season and..... (3).....season. The..... (4)..... is very fertile so that we have a large area of thick..... (5)..... from which we get wood. We don't have a (6)..... or a sea of land like some countries in Africa.

Fortunately, our country also lies on a volcanic area so we have a lot of mountains and volcanoes. The volcanoes are usually beautiful tourist spots but they become very dangerous when they..... (7)... It may also cause..... (8)..... which can destroy many buildings. From the..... (9).....of these mountains and volcanoes, the rivers lead the water down into the sea. The rivers are usually deep especially when it..... (10)..... a lot so we need to build..... (11)..... to cross above them. We are also rich in natural..... (12).....like gold, iron, oil, and coal.

B. Answer the following questions based on the text above!

1. How many seasons does Indonesia have?
2. Why do we have large thick forests?
3. Can we find a desert in our country?
4. Which one can erupt, the volcano or the mountain?
5. Why do many tourists go up to the volcanoes?
6. Are volcanoes sometimes dangerous?
7. Where does the river flow?
8. What natural resources does our country have?

VI. Teaching and Learning Method : Three Phase Technique

VII. Media : Worksheet Graphic Organizer,

VIII. Place : Classroom

IX. Teaching and Learning Process :

1. OPENING ACTIVITIES

- Ñ Greeting to the students
- Ñ Checking students' attendance list
- Ñ Checking students' readiness

2. MAIN TEACHING LEARNING ACTIVITIES

a. Pre Reading

- Asking the students about some clues related to the topic
- Giving some questions about the story

b. Whilst Reading

- Presenting the students a descriptive text "*The Seasons in Indonesia*"
- Asking the students to repeat after the teacher for some difficult words related to the topic
- Asking the students to fill the empty space on the text with the difficult words
- Explain the difference between almost similar words, e.g.: volcano and mountain, sea and ocean, house and building
- Giving clues/ guidance related to the topic
- Asking the students to read the text
- Monitoring students' activity in doing the worksheet of graphic organizer

e. Post Reading

- Giving feedback to the students
- Discussing the students' worksheet

3. CLOSING ACTIVITIES

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

X. Assessment

The Assessment is done during the teaching and learning process.

- | | |
|----------------|------------------------------------|
| a. Technique | : Written test |
| b. Form | : Short answer questions |
| c. Instruments | : lists of comprehension questions |

English Teacher

Kalibawang, June 1st, 2013

Researcher

Drs . Suparman

Hari Wijonarko

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Edi Sutarja, SPd.

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APPENDIX C

Course Grid

COURSE GRID

School : SMP Muhammadiyah 1 Kalibawang
Subject : English
Class : VIII
Standard Competence : Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan Lingkungan sekitar

Text Type	Basic competence	Learning materials	Learning activity	Indicators	Assessment	Media
Narrative Meeting 1	Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i>	Text 1 Redfeathers the Hen	1. OPENING ACTIVITIES <ul style="list-style-type: none"> Greeting to the students Checking students' attendance list Checking students' readiness 2. MAIN TEACHING LEARNING ACTIVITIES a. Pre Reading <ul style="list-style-type: none"> Asking the students about the interesting story they have ever heard Giving some questions about the story b. Whilst Reading <ul style="list-style-type: none"> ➤ Character Characteristics (CC) <ul style="list-style-type: none"> Presenting the students a narrative text "Redfeathers the Hen" Asking the students to predict the content of the text from its title and the picture Asking the students to read the text Asking the students to find the difficult words from the text Explaining the definition of narrative text, kinds of narrative texts and generic structure of a narrative text Monitoring students' activity in doing 	<ul style="list-style-type: none"> Students are able to recognize the difficult words from the text Students are able to answer questions related to the narrative text Students are able to identify the story character of a narrative text Students are able to compare characters from a narrative text Students are able to find the events from a narrative text Students are able to sequence events in a story 	<ul style="list-style-type: none"> Technique: Written test Form: Short answer questions Instruments: List of comprehension questions 	Students' Worksheet

		<p>Text 2 The Fox and The Crow</p>	<p>the worksheet</p> <ul style="list-style-type: none"> ➤ Compare-A- Character (CAC) <ul style="list-style-type: none"> • Giving the students the text “The Fox and the Crow”. • Asking the students to read and finding the difficult words. • Asking the students to use graphic organizer to identify and compare the two main characters from the text. ➤ Story Line Up (SLU) <ul style="list-style-type: none"> • Asking the students to make a group of 3-4 students • Asking the students to decide the generic structure of the text. • Giving pocket charts consist of 3 stories (Cinderella, Snow White and The Frog Prince). • Asking the students to arrange the events from the pocket chart into a good story • Monitoring the students in arranging the events from the pocket charts • Asking the students to write the result of their work in worksheet of graphic organizer <p>c. Post Reading</p> <ul style="list-style-type: none"> • Discussing the students’ worksheet • Evaluating the students’ worksheet <p>3. CLOSING ACTIVITIES</p> <ul style="list-style-type: none"> • Giving conclusions about the material that have been learnt • Discussing the students’ difficulties in understanding the material • Encouraging the students to keep study at home 			
Narrative Meeting 2	Merespon makna dan langkah		<p>1. OPENING ACTIVITIES</p> <ul style="list-style-type: none"> • Greeting to the students • Checking students’ attendance list 	<ul style="list-style-type: none"> • Students are able to recognize the difficult 		

	<p>retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i></p>	<p>Text 1 The story of smart monkey and dull crocodile</p>	<ul style="list-style-type: none"> • Checking students' readiness <p>2. MAIN TEACHING LEARNING ACTIVITIES</p> <p>a. Pre Reading</p> <ul style="list-style-type: none"> • Asking the students about the text given in the last meeting • Showing the picture to the students to predict what the text is going about <p>b. Whilst Reading</p> <p>➤ Story Book (SB)</p> <ul style="list-style-type: none"> • Presenting the students a narrative text "The story of smart monkey and dull crocodile" • Asking the students to predict the content of the text from its title and the picture • Asking the students to read the text carefully • Asking the students to find the difficult word from the text • Asking the students to use graphic organizer to identify the important events in the beginning, middle and end of the text. • Monitoring and guiding students' activity in doing the worksheet <p>➤ Story Element Short (SES)</p> <ul style="list-style-type: none"> • Explaining the students about the element of story such as: characters, setting, problem, solution, theme and plot. • Asking the students to make group of four students. • Asking the students to match the characters, setting, problem, solution, plot and theme of a story in the story element card game. • Giving each group 1 of 3 narrative texts 	<p>words from the text</p> <ul style="list-style-type: none"> • Students are able to answer questions related to the narrative text • Students are able to identify the important events of a narrative text • Students are able to find the characters, setting, problem and solution • Students are able to identify the orientation, complication, resolution and sequence of events 		
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			<p>(Snow White and 7 Dwarfs, Lion and Mouse and Three Pigs and a Wolf)</p> <ul style="list-style-type: none"> Monitoring and helping the students in matching the characters, setting, problem, solution, plot and theme of a story in the story element card game. <p>➤ Story Element Web (SEW)</p> <ul style="list-style-type: none"> Asking the students to use graphic organizer to find the story element of narrative texts given. Monitoring and guiding students' activity in doing the worksheet of story element web <p>➤ Story Grammar Yammer (SGY)</p> <ul style="list-style-type: none"> Asking the students to reread the story of smart monkey and dull crocodile. Asking the students to find the characters, setting, problem, events and solution Monitoring and guiding students' activity in doing the worksheet of story grammar yammer <p>c. Post Reading</p> <ul style="list-style-type: none"> Giving feedback to the students Discussing the students' worksheet <p>3. CLOSING ACTIVITIES</p> <ul style="list-style-type: none"> Giving conclusions about the material that have been learnt Discussing the students' difficulties in understanding the material Encouraging the students to keep study at home 			
Narrative Meeting 3	Merespon makna dan langkah		<p>1. OPENING ACTIVITIES</p> <ul style="list-style-type: none"> Greeting to the students Checking students' attendance list 	<ul style="list-style-type: none"> Students are able to recognize the difficult words from 		

	<p>retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i></p>	<p>Text 1 The Legend of Toba Lake</p> <p>Text 2 <i>Bawang Merah and Bawang Putih</i></p>	<ul style="list-style-type: none"> • Checking students' readiness <p>2. MAIN TEACHING LEARNING ACTIVITIES</p> <p>a. Pre Reading</p> <ul style="list-style-type: none"> • Asking the students about the text given the last meeting • Showing the picture to the students to predict what the text is going about <p>b. Whilst Reading</p> <p>➤ Character characteristics (CC)</p> <ul style="list-style-type: none"> • Presenting the students a narrative text "The Legend of Toba Lake" • Asking the students to predict the content of the text from its title and the picture • Asking the students to read the text • Asking the students to write down the difficult words from the text • Asking the students to use graphic organizer to identify the story character. • Monitoring students' activity in doing the worksheet of graphic organizer <p>➤ Compare-A-Character (CAC)</p> <ul style="list-style-type: none"> • Giving the students the text "<i>Bawang Merah</i> and <i>Bawang Putih</i>". • Asking the students to read the text and finding the difficult words. • Asking the students to use graphic organizer to identify and compare the two main characters from the text. <p>➤ Story Line Up (SLU)</p> <ul style="list-style-type: none"> • Asking the students to make a group of 3-4 students • Giving pocket charts consist of 3 stories (<i>The Legend of Surabaya</i>, <i>The golden Snail</i> and <i>Ajisaka</i>). • Asking the students to arrange the events from the pocket carts into a good story • Monitoring the students in arranging the events from the pocket charts 	<p>the text</p> <ul style="list-style-type: none"> • Students are able to answer questions related to the narrative text • Students are able to identify the story character of a narrative text • Students are able to compare characters from a narrative text • Students are able to find the events from a narrative text • Students are able to sequence events in a story 		
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			<ul style="list-style-type: none"> Asking the students to write the result of their work in worksheet of graphic organizer <p>c. Post Reading</p> <ul style="list-style-type: none"> Discussing the students' worksheet Evaluating the students' worksheet <p>3. CLOSING ACTIVITIES</p> <ul style="list-style-type: none"> Giving conclusions about the material that have been learnt Discussing the students' difficulties in understanding the material Encouraging the students to keep study at home 			
Narrative Meeting 4	Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i>	Text 1 <i>The Story of Jaka Tarub and Seven Angels</i>	<p>1. OPENING ACTIVITIES</p> <ul style="list-style-type: none"> Greeting to the students Checking students' attendance list Checking students' readiness <p>2. MAIN TEACHING LEARNING ACTIVITIES</p> <p>a. Pre Reading</p> <ul style="list-style-type: none"> Asking the students about the text given in the last meeting Showing the picture to the students to predict what the text is going about <p>b. Whilst Reading</p> <p>➤ Story Book (SB)</p> <ul style="list-style-type: none"> Presenting the students a narrative text "<i>The Story of Jaka Tarub and Seven Angels</i>" Asking the students to predict the content of the text from its title and the picture Asking the students to read the text carefully Asking the students to find the difficult word from the text Asking the students to use graphic organizer to identify the important 	<ul style="list-style-type: none"> Students are able to recognize the difficult words from the text Students are able to answer questions related to the narrative text Students are able to identify the important events of a narrative text Students are able to find the characters, setting, problem and solution Students are able to identify the orientation, complication, resolution and sequence of events 		

			<p>events in the beginning, middle and end of the text.</p> <ul style="list-style-type: none"> • Monitoring and guiding students' activity in doing the worksheet <p>➤ Story Element Short (SES)</p> <ul style="list-style-type: none"> • Explaining the students about the element of story such as: characters, setting, problem, solution, theme and plot. • Asking the students to make group of four students. • Asking the students to match the characters, setting, problem, solution, plot and theme of a story in the story element card game. • Giving each group 1 of 3 narrative texts (<i>Cindelaras, Timun Emas</i> and <i>Roro Jonggrang and Bandung Bondowoso</i>) • Monitoring and helping the students in matching the characters, setting, problem, solution, plot and theme of a story in the story element card game. <p>➤ Story Element Web (SEW)</p> <ul style="list-style-type: none"> • Asking the students to use graphic organizer to find the story element of narrative texts given. • Monitoring and guiding students' activity in doing the worksheet of story element web <p>➤ Story Grammar Yammer (SGY)</p> <ul style="list-style-type: none"> • Asking the students to reread "<i>The Story of Jaka Tarub and Seven Angels</i>" • Asking the students to find the characters, setting, problem, events and solution • Monitoring and guiding students' activity in doing the worksheet of story grammar yammer 			
--	--	--	--	--	--	--

			<p>c. Post Reading</p> <ul style="list-style-type: none"> • Giving feedback to the students • Discussing the students' worksheet <p>3. CLOSING ACTIVITIES</p> <ul style="list-style-type: none"> • Giving conclusions about the material that have been learnt • Discussing the students' difficulties in understanding the material • Encouraging the students to keep study at home 			
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APPENDIX

Statistical Computation

[DataSet1] D:\hre\others\tentang spss\New folder\2.kelas B
experimental pretest (descriptive analysis - descriptive).sav

Statistics

		Group	Experimental_ Pretest_B
N	Valid	19	19
	Missing	0	0
Mean			15,53
Std. Error of Mean			,766
Median			15,00
Mode			15
Std. Deviation			3,339
Variance			11,152
Range			16
Minimum			11
Maximum			27
Sum			295
25			14,00
Percentiles 50			15,00
75			17,00

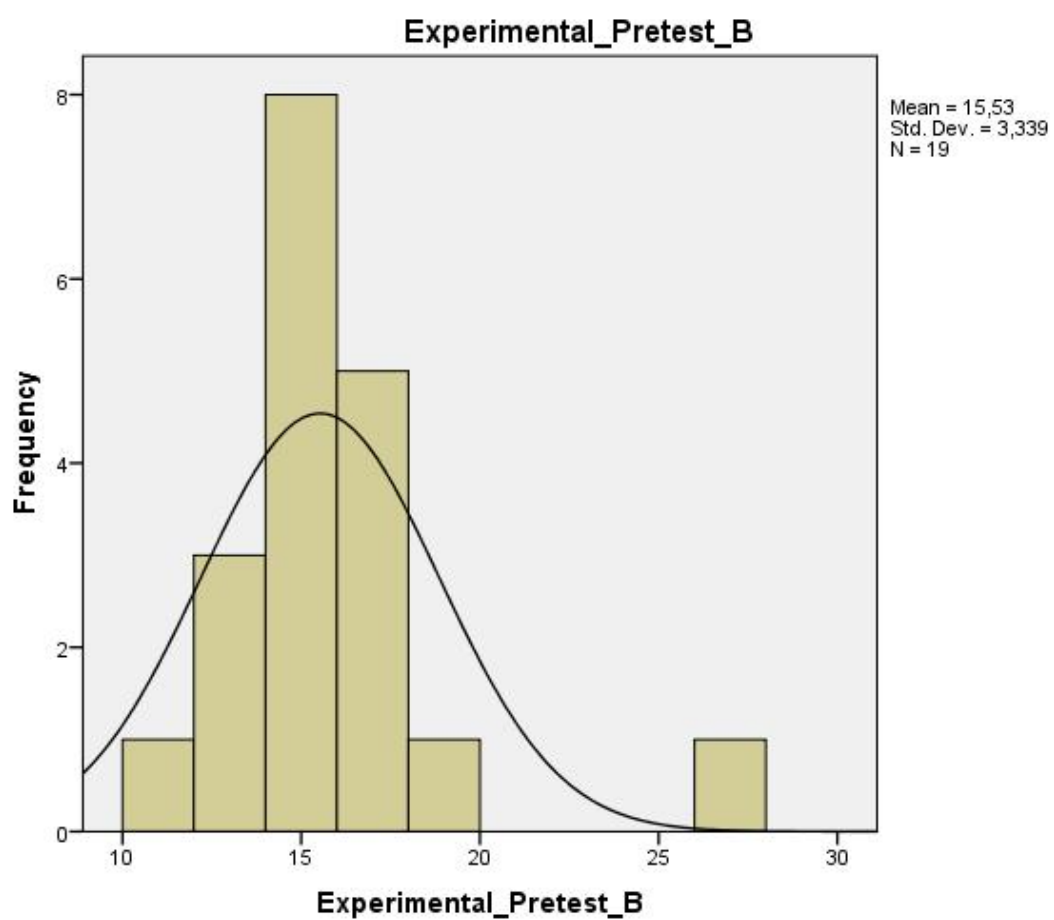
Frequency Table

Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Experimental	19	100,0	100,0	100,0

Experimental_Pretest_B

	Frequency	Percent	Valid Percent	Cumulative Percent
11	1	5,3	5,3	5,3
12	1	5,3	5,3	10,5
13	2	10,5	10,5	21,1
14	3	15,8	15,8	36,8
15	5	26,3	26,3	63,2
16	1	5,3	5,3	68,4
17	4	21,1	21,1	89,5
18	1	5,3	5,3	94,7
27	1	5,3	5,3	100,0
Total	19	100,0	100,0	

Histogram

[DataSet2] D:\hrc\others\tentang spss\New folder\1.kelas A control
pretest (descriptive analysis - descriptive).sav

Statistics

		Group	Control_Pretest _A
N	Valid	17	17
	Missing	0	0
Mean			15,82
Std. Error of Mean			,754
Median			15,00
Mode			13
Std. Deviation			3,107
Variance			9,654
Range			10
Minimum			11
Maximum			21
Sum			269
Percentiles	25		13,00
	50		15,00
	75		18,50

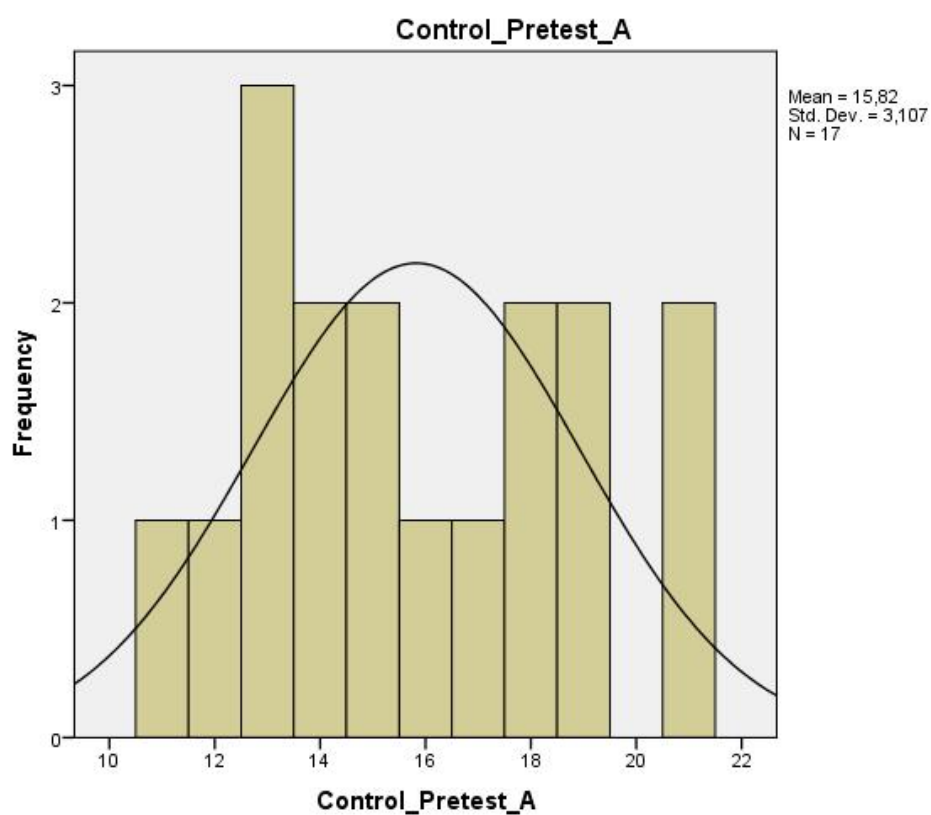
Frequency Table

Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Control	17	100,0	100,0	100,0

Control_Pretest_A				
	Frequency	Percent	Valid Percent	Cumulative Percent
11	1	5,9	5,9	5,9
12	1	5,9	5,9	11,8
13	3	17,6	17,6	29,4
14	2	11,8	11,8	41,2
15	2	11,8	11,8	52,9
Valid 16	1	5,9	5,9	58,8
17	1	5,9	5,9	64,7
18	2	11,8	11,8	76,5
19	2	11,8	11,8	88,2
21	2	11,8	11,8	100,0
Total	17	100,0	100,0	

Histogram



[DataSet3] D:\hre\others\tentang spss\New folder\4.kelas B

experimental posttest (descriptive analysis - descriptive).sav

Statistics			
		Group	Experimental_P osttest_B
N	Valid	19	19
	Missing	0	0
Mean			21,84
Std. Error of Mean			,879
Median			22,00
Mode			19 ^a
Std. Deviation			3,834
Variance			14,696
Range			14
Minimum			15
Maximum			29
Sum			415
25			19,00
Percentiles 50			22,00
75			25,00

a. Multiple modes exist. The smallest value is shown

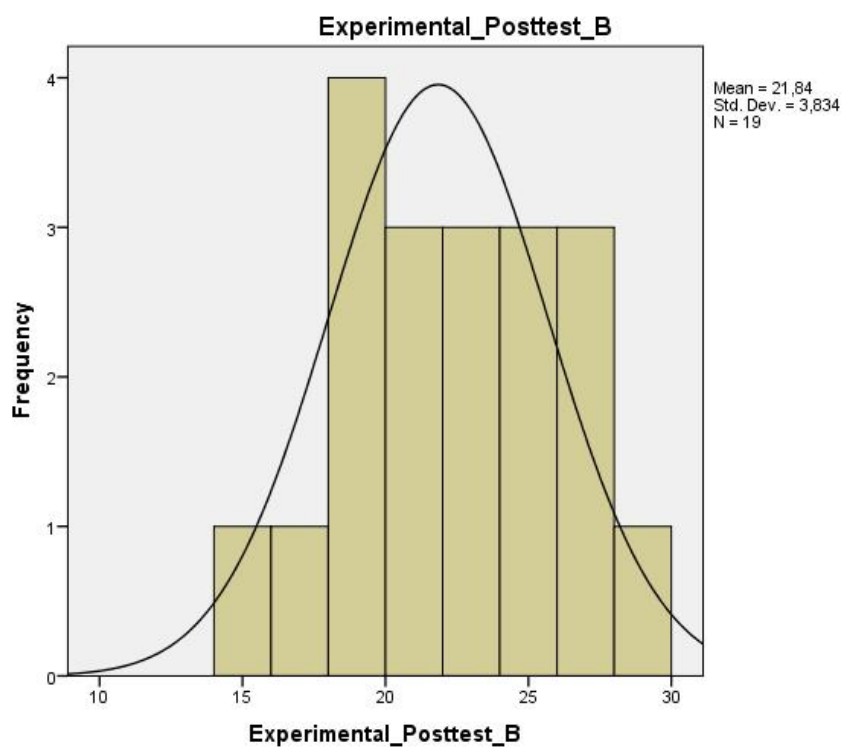
Frequency Table

		Group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Experimental	19	100,0	100,0	100,0

Experimental_Posttest_B

	Frequency	Percent	Valid Percent	Cumulative Percent
15	1	5,3	5,3	5,3
16	1	5,3	5,3	10,5
18	1	5,3	5,3	15,8
19	3	15,8	15,8	31,6
20	2	10,5	10,5	42,1
21	1	5,3	5,3	47,4
Valid 22	3	15,8	15,8	63,2
24	1	5,3	5,3	68,4
25	2	10,5	10,5	78,9
26	2	10,5	10,5	89,5
27	1	5,3	5,3	94,7
29	1	5,3	5,3	100,0
Total	19	100,0	100,0	

Histogram



[DataSet4] D:\hre\others\tentang spss\New folder\3.kelas A control

posttest (descriptive analysis - descriptive).sav

Statistics			
		Group	Control_Posttest_A
N	Valid	17	17
	Missing	0	0
Mean			17,71
Std. Error of Mean			1,025
Median			16,00
Mode			15 ^a
Std. Deviation			4,224
Variance			17,846
Range			14
Minimum			12
Maximum			26
Sum			301
Percentiles	25		14,50
	50		16,00
	75		22,00

a. Multiple modes exist. The smallest value is shown

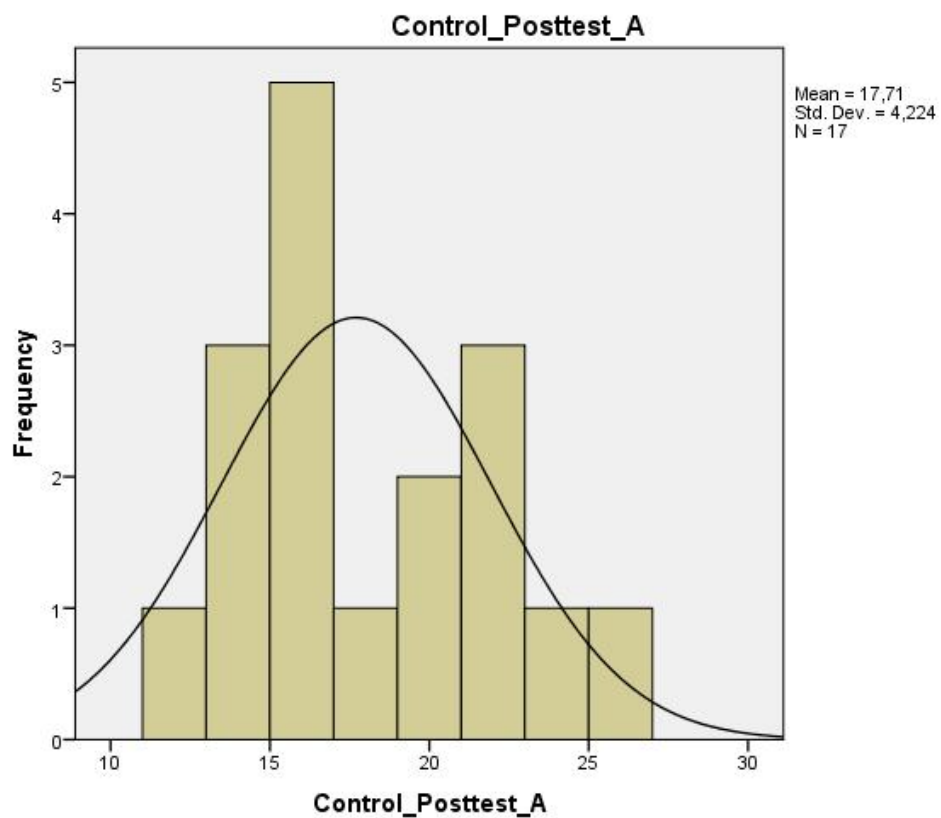
Frequency Table

Group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Control	17	100,0	100,0	100,0

Control_Posttest_A

	Frequency	Percent	Valid Percent	Cumulative Percent
12	1	5,9	5,9	5,9
13	2	11,8	11,8	17,6
14	1	5,9	5,9	23,5
15	3	17,6	17,6	41,2
16	2	11,8	11,8	52,9
Valid 18	1	5,9	5,9	58,8
19	2	11,8	11,8	70,6
22	3	17,6	17,6	88,2
24	1	5,9	5,9	94,1
26	1	5,9	5,9	100,0
Total	17	100,0	100,0	

Histogram



[DataSet5] D:\hre\others\tentang spss\New folder\6.kelas B

experimental pretest (normality test - chi square).sav

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles
						25th
Experimental_ Pretest_B	19	15,53	3,339	11	27	14,00

Descriptive Statistics

	Percentiles	
	50th (Median)	75th
Experimental_ Pretest_B	15,00	17,00

Chi-Square Test

Frequencies

Experimental_Pretest_B

	Observed N	Expected N	Residual
11	1	2,1	-1,1
12	1	2,1	-1,1
13	2	2,1	-,1
14	3	2,1	,9
15	5	2,1	2,9
16	1	2,1	-1,1
17	4	2,1	1,9
18	1	2,1	-1,1
27	1	2,1	-1,1
Total	19		

Test Statistics

	Experimental_Pr etest_B
Chi-Square	8,947 ^a
df	8
Asymp. Sig.	,347

a. 9 cells (100,0%) have
expected frequencies less than
5. The minimum expected cell
frequency is 2,1.

[DataSet6] D:\hre\others\tentang spss\New folder\5.kelas A control

pretest (normality test - chi square).sav

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25th
Control_ Pretest_ A	17	15,82	3,107	11	21	13,00

Descriptive Statistics

	Percentiles
	50th (Median) 75th
Control_Pretest_A	15,00 18,50

Chi-Square Test

Frequencies

Control_Pretest_A

	Observed N	Expected N	Residual
11	1	1,7	-,7
12	1	1,7	-,7
13	3	1,7	1,3
14	2	1,7	,3
15	2	1,7	,3
16	1	1,7	-,7
17	1	1,7	-,7
18	2	1,7	,3
19	2	1,7	,3
21	2	1,7	,3
Total	17		

Test Statistics

	Control_Pretest _A
Chi-Square	2,412 ^a
df	9
Asymp. Sig.	,983

a. 10 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,7.

[DataSet7] D:\hrc\others\tentang spss\New folder\8.kelas B

experimental posttest (normality test - chi square).sav

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles
						25th
Experimental_Posttest_B	19	21,84	3,834	15	29	19,00

Descriptive Statistics

	Percentiles	
	50th (Median)	75th
Experimental_Posttest_B	22,00	25,00

Chi-Square Test

Frequencies

Experimental_Posttest_B

	Observed N	Expected N	Residual
15	1	1,6	-,6
16	1	1,6	-,6
18	1	1,6	-,6
19	3	1,6	1,4
20	2	1,6	,4
21	1	1,6	-,6
22	3	1,6	1,4
24	1	1,6	-,6
25	2	1,6	,4
26	2	1,6	,4
27	1	1,6	-,6
29	1	1,6	-,6
Total	19		

Test Statistics

	Experimental_Posttest_B
Chi-Square	4,368 ^a
df	11
Asymp. Sig.	,958

a. 12 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,6.

[DataSet8] D:\hre\others\tentang spss\New folder\7.kelas A control

posttest (normality test - chi square).sav

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles
						25th
Control_ Posttest_ A	17	17,71	4,224	12	26	14,50

Descriptive Statistics

	Percentiles	
	50th (Median)	75th
Control_ Posttest_ A	16,00	22,00

Chi-Square Test

Frequencies

Control_Posttest_A

	Observed N	Expected N	Residual
12	1	1,7	-,7
13	2	1,7	,3
14	1	1,7	-,7
15	3	1,7	1,3
16	2	1,7	,3
18	1	1,7	-,7
19	2	1,7	,3
22	3	1,7	1,3
24	1	1,7	-,7
26	1	1,7	-,7
Total	17		

Test Statistics

	Control_Posttest _A
Chi-Square	3,588 ^a
Df	9
Asymp. Sig.	,936

a. 10 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,7.

pretest (homogeneity test - Oneway ANOVA).sav

Descriptives

pretest_score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
control	17	15,82	3,107	,754	14,23
experimental	19	15,53	3,339	,766	13,92
Total	36	15,67	3,189	,532	14,59
Model			3,232	,539	14,57
Random Effects				,539 ^a	8,82 ^a

Descriptives

pretest_score

	95% Confidence Interval for Mean	Minimum	Maximum	Between-Component Variance
	Upper Bound			
control	17,42	11	21	
experimental	17,14	11	27	
Total	16,75	11	27	
Model	16,76			
Random Effects	22,51			-,538 ^a

a. Warning: Between-component variance is negative. It was replaced by 0.0 in computing this random effects measure.

Test of Homogeneity of Variances

pretest_score

Levene Statistic	df1	df2	Sig.
,504	1	34	,482

ANOVA

pretest_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,793	1	,793	,076	,785
Within Groups	355,207	34	10,447		
Total	356,000	35			

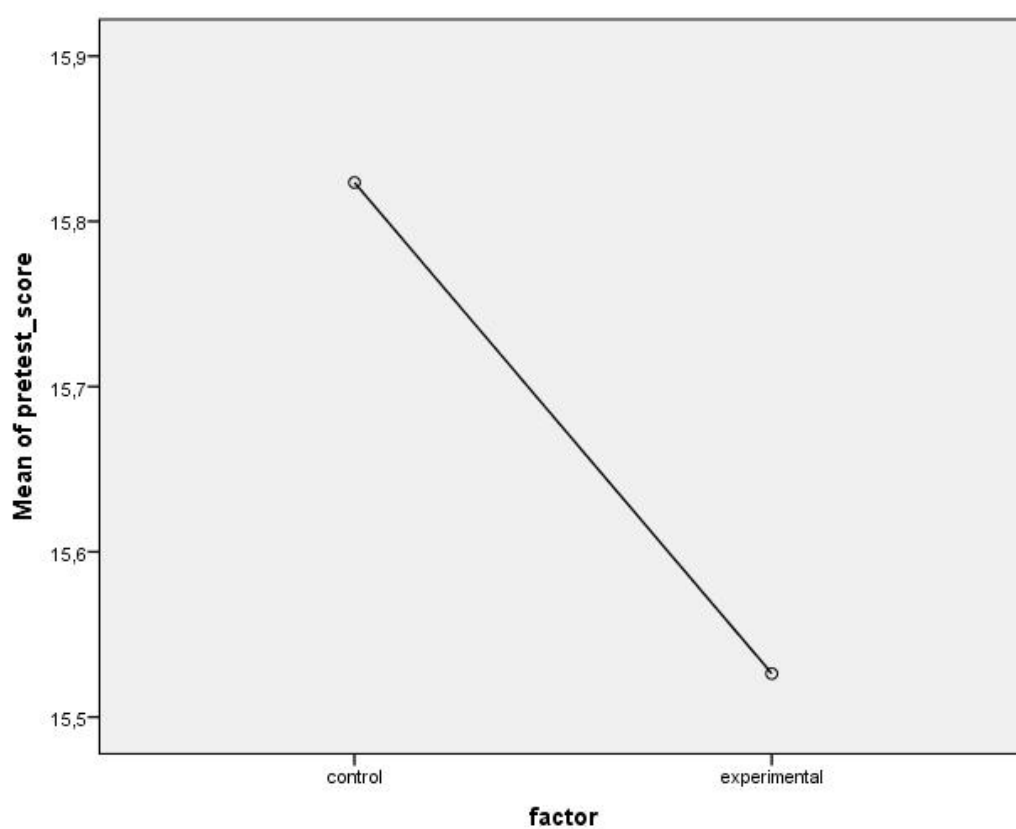
Robust Tests of Equality of Means

pretest_score

	Statistic ^a	df1	df2	Sig.
Welch	,076	1	33,939	,784
Brown-Forsythe	,076	1	33,939	,784

a. Asymptotically F distributed.

Means Plots



[DataSet10] D:\hrc\others\tentang spss\New folder\10.kelas AB
posttest (homogeneity test - Oneway ANOVA).sav

Descriptives

posttest_score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
control	17	17,71	4,224	1,025	15,53
experimental	19	21,84	3,834	,879	19,99
Total	36	19,89	4,483	,747	18,37
Model Fixed Effects			4,022	,670	18,53
Model Random Effects				2,071	-6,42

Descriptives

posttest_score

	95% Confidence Interval for Mean	Minimum	Maximum	Between-Component Variance
	Upper Bound			
control	19,88	12	26	
experimental	23,69	15	29	
Total	21,41	12	29	
Model Fixed Effects	21,25			
Model Random Effects	46,20			7,653

Test of Homogeneity of Variances

posttest_score

Levene Statistic	df1	df2	Sig.
,428	1	34	,517

ANOVA

posttest_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	153,500	1	153,500	9,488	,004
Within Groups	550,056	34	16,178		
Total	703,556	35			

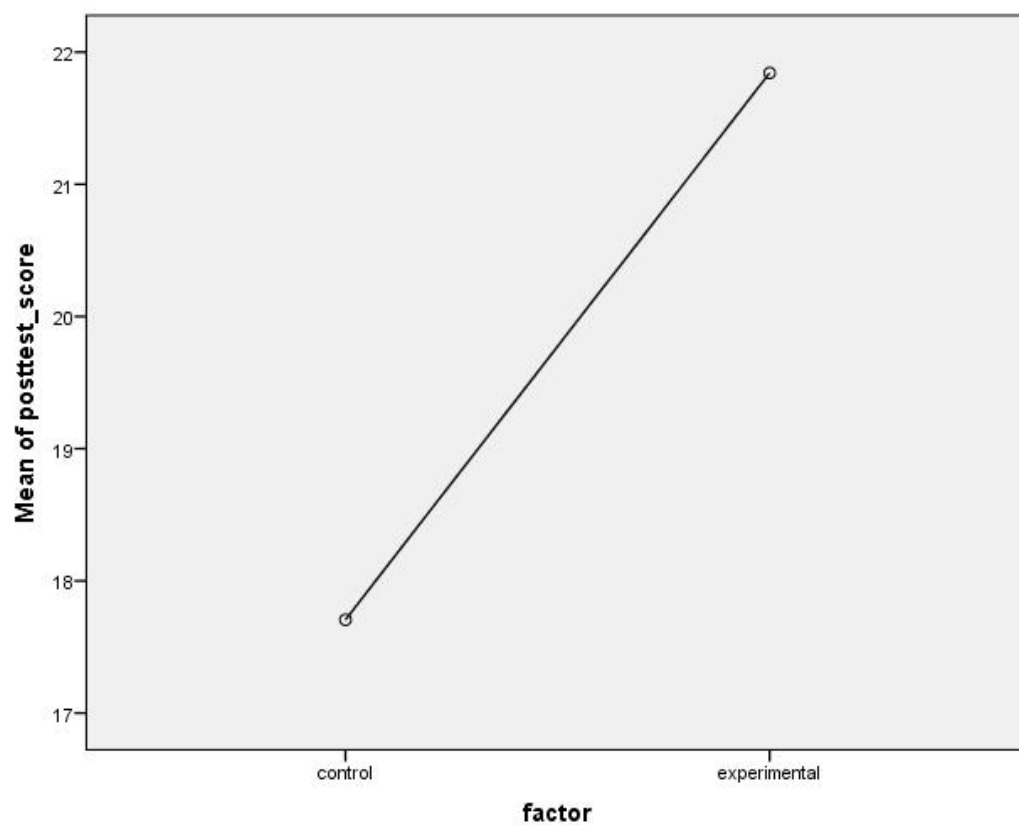
Robust Tests of Equality of Means

posttest_score

	Statistic ^a	df1	df2	Sig.
Welch	9,384	1	32,555	,004
Brown-Forsythe	9,384	1	32,555	,004

a. Asymptotically F distributed.

Means Plots



[DataSet11] D:\hre\others\tentang spss\New folder\11.kelas AB

pretest posttest (hypothesis test - ANCOVA).sav

Between-Subjects Factors

		Value Label	N
Treatment	3	Control Group	34
	4	Experimental Group	38

Descriptive Statistics

Dependent Variable: Students Reading

Comprehension

Treatment	Mean	Std. Deviation	N
Control Group	16,76	3,774	34
Experimental Group	18,68	4,777	38
Total	17,78	4,409	72

Levene's Test of Equality of Error Variances^a

Dependent Variable: Students Reading

Comprehension

F	df1	df2	Sig.
,487	1	70	,488

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.^a

a. Design: Intercept + Test + Group

Tests of Between-Subjects Effects

Dependent Variable: Students Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	387,005 ^a	2	193,503	13,440	,000
Intercept	933,966	1	933,966	64,869	,000
Test	320,889	1	320,889	22,288	,000
Group	66,116	1	66,116	4,592	,036
Error	993,439	69	14,398		
Total	24136,000	72			
Corrected Total	1380,444	71			

a. R Squared = ,280 (Adjusted R Squared = ,259)

Estimated Marginal Means

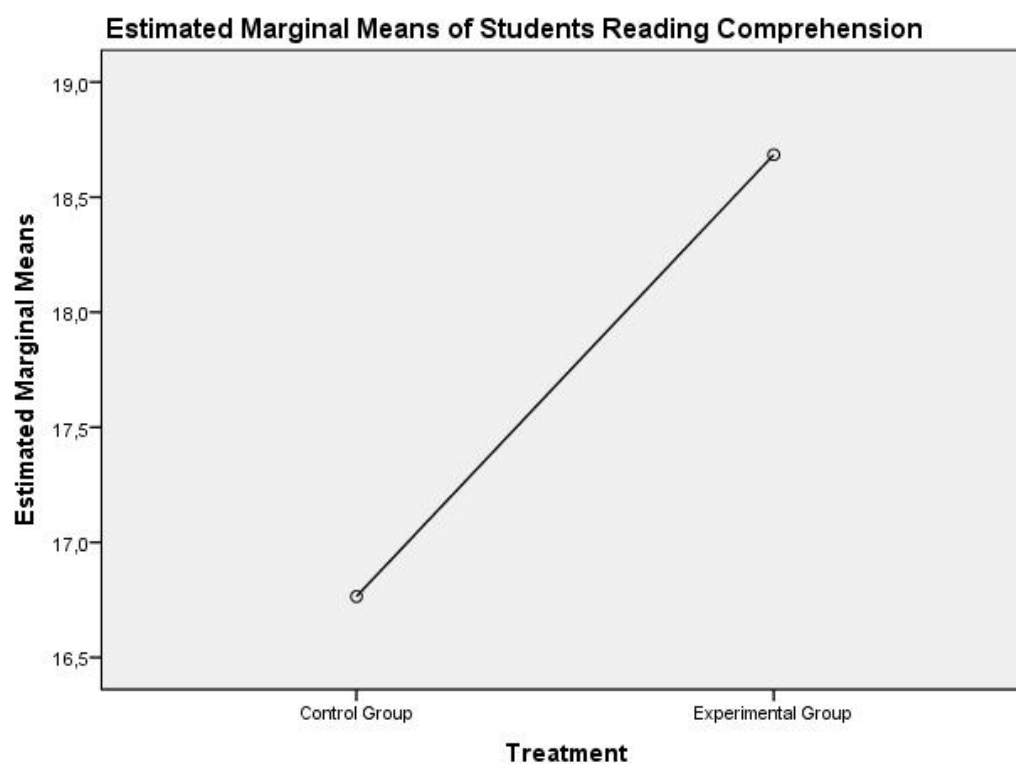
Treatment

Dependent Variable: Students Reading Comprehension

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control Group	16,765 ^a	,651	15,467	18,063
Experimental Group	18,684 ^a	,616	17,456	19,912

a. Covariates appearing in the model are evaluated at the following values: Test Segment = 1,50.

Profile Plots



Covariates appearing in the model are evaluated at the following values: Test Segment = 1,50

APPENDIX E

Documentations



The students are doing pretest.



Some students are learning in group.



The researcher teaches in the classroom.



The students are doing posttest.

APPENDIX

Official Letter



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH

SMP MUHAMMADIYAH 1 KALIBAWANG

ALAMAT: SAYANGAN BANJARARUM KALIBAWANG KULON PROGO YOGYAKARTA 55672

SURAT KETERANGAN

No:E-2 / 97. / C.17 / XI / 2013

Yang bertandatangan di bawah ini Kepala SMP Muhammadiyah 1 Kalibawang, menerangkan bahwa :

Nama : HARI WIJONARKO
NIM : 05202241042
Pekerjaan : Mahasiswa
Perguruan Tinggi : Universitas Negeri Yogyakarta
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Reciprocal Teaching Strategy in Improving Students' Reading Comprehension
Tanggal Pelaksanaan : 23 Mei 2013 s.d. 03 Juni 2013

Benar-benar mengadakan penelitian dengan judul "*The Effect of Reciprocal Teaching Strategy in Improving Students' Reading Comprehension*" di SMP Muhammadiyah 1 Kalibawang.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana perlunya

Kalibawang, 19-Juni 2013

Kepala Sekolah



BOPESTIARSA, S.Pd.

NIP 19630422 198403 1002